CUNY School of Professional Studies

CUNY School of Professional Studies at the Graduate School and University Center

Proposal to Establish

MS in Nursing Education
Advanced Certificate in Nursing Education
BS-MS in Nursing Education

MS in Nursing Informatics
Advanced Certificate in Nursing Informatics
BS-MS in Nursing Informatics

MS in Nursing Organizational Leadership
Advanced Certificate in Nursing Organizational Leadership
BS-MS in Nursing Organizational Leadership

Anticipated Start
Spring 2017

Approved by the
CUNY School of Professional Studies Curriculum Committee
November 19, 2015

Approved by the
CUNY School of Professional Studies Governing Council
December 10, 2015
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Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
EXECUTIVE SUMMARY

Proposal to establish programs in Nursing Education, Nursing Informatics, and Nursing Organizational Leadership to the Master of Science degrees and Advanced Certificates at the CUNY School of Professional Studies Effective Spring 2017

The CUNY School of Professional Studies is proposing Masters of Science and Post-Masters, Advanced Certificate programs in Nursing Education, Nursing Informatics, and Nursing Organizational Leadership. These programs will provide fully online options for Baccalaureate prepared nurses seeking to further their education, which is required to function as leaders in the evolving healthcare systems, and meet the needs for nursing education programs.

Also being proposed is a dual/joint program in each specialty area with CUNY SPS’s existing BS in Nursing, resulting in a seamless progression (and “fast-track”) from the BS to the MS programs. These dual programs will allow those who hold an RN license who are in the BS program to continue directly into graduate studies.

Program learning outcomes are adapted from, and consistent with the American Association of Colleges of Nursing (AACN) Essentials of Master’s Education in Nursing. Upon completion of the program the graduates will:
1. Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.
2. Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
3. Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
4. Develop health policies that address local and global population health issues.
5. Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.
6. Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes, including clinical prevention strategies.
7. Conduct research, implement evidenced-based care, and quantify the impact on quality and safety.
8. Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
9. Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

In addition to the core program learning outcomes, and for the Advanced Certificate programs, following are the learning outcomes for the specific nursing areas:

Nursing Education (NE)
1. Demonstrate program planning and curriculum development based on a comprehensive assessment of learning theories, styles, and needs of diverse learners.
2. Synthesize pedagogical strategies and best practices in the design, implementation, and evaluation of nursing curricula.
3. Use current and emerging technologies in the education of nursing students, practicing nurses, and faculty to support lifelong learning.

Nursing Informatics (NI)
1. Integrate organizational science and informatics theory to make changes in nursing practice.
2. Provide oversight and guidance in the selection and integration of technologies to document patient care and improve health outcomes.
3. Analyze current and emerging technologies for applications in safety and quality improvement, research and evidence-based practice, and nursing education.
Nursing Organizational Leadership (NO)
1. Analyze how policies impact the structure and financing of healthcare, nursing organizations, and health outcomes.
2. Advocate and mentor the professional nurse as a member and leader of interprofessional teams.
3. Develop a nursing organization business plan utilizing budgeting, cost-benefit analysis, and marketing principles.

Need and Justification: There are four specific trends in the field of nursing that contribute to the need for new Master of Science in Nursing programs.

1. Increased Academic Credentials for Nurses: The Institute of Medicine’s (IOM) landmark report, The Future of Nursing, (2011) noted that nurses are on the front lines of patient care, and need to play an integral role in helping to accomplish the objectives of the 2010 Affordable Care Act which is redefining health care delivery for all citizens. To this end, the IOM report advocates that nurses achieve higher levels of education and training through an improved education system that promotes seamless academic progression. Specifically, it is recommended that at least 10% of all baccalaureate graduates matriculate into a Master’s or doctoral program within five years of graduation and that the number of nurses who have a doctorate double by the year 2020. To accomplish this last goal, the numbers/percentages of nurses who have a MS degree need to increase dramatically.

2. Nursing Education: Faculty vacancy has been repeatedly identified as a primary factor hindering maximum student capacity in our nation’s nursing schools. According to AACN’s Special Survey on Vacant Faculty Positions for Academic Year 2013-2014, nearly two-thirds of responding schools reported that they were experiencing a shortage of full-time faculty members. Among these schools, the vacancy rate is 8.3%, or a total of 1,358 full-time faculty positions. In March 2014, Peter McMenamin, for the American Nurses Association, wrote "the Bureau of Labor statistics (BLS) projects that there will need to be 35 percent more faculty members to meet the expected increase in demand. In addition, 10,200 current faculty members are expected to retire. Therefore 34,200 new nursing instructors will be needed by 2022."

3. Nursing Informatics: According to the report “A Growing Job Sector: Health Informatics a Credential That Works” from Burning Glass Technologies and Jobs for the Future (2012), hiring demand for health care informatics jumped 36% between 2007 and 2011. The same report later stated that registered nurses are well-suited to gain health informatics skills and certifications that would qualify them for clinical documentation and quality improvement positions that are in especially high demand with the implementation of the HiTech Act and enhanced use of technology in healthcare.

4. Nursing Organizational Leadership: The Institute of Medicine’s Future of Nursing report recommended that the future nurse needs higher levels of education and their professional formation needs to include proficiency in competencies such as team-leadership, systems thinking, decision-making, and quality improvement. Increasingly, registered nurses work as a part of an interdisciplinary team with colleagues who are educated at the master’s degree or higher level. These health professionals, including physicians, pharmacists, and speech pathologists, appreciate the complexity involved in health care today care and recognize the value and need for higher education. While undergraduate degrees prepare nurses for general nursing practice, nurses who work as part of these interdisciplinary teams must expand their knowledge and skills in order to participate effectively.

Opportunities for Placement of Graduates: The rapidly changing healthcare field presents unprecedented career opportunities for Master’s prepared nurses. As of 2015, only 13% of RNs in New York State have a Master’s degree, yet forty percent of New York City hospitals surveyed (in 2014) reported a strong demand for MS prepared nurses. In addition, as of 2013, the standard for the ANCC Magnet Status requires that 100% of Nurse Leaders have a MS. There are also many additional employment opportunities in nursing education as both full-time instructors and part-time adjuncts, as well as nurse educators in clinical settings. Nursejournal.org projects a 26% job growth for MS prepared nurses in the roles of Nurse Educator and Nurse Administrator. In a later report in 2013, The American Medical Informatics Association (AMIA) estimated that up to 70,000 health informatics specialists would be needed in the next several years. The average salary for a nurse
informaticist was $100,717 according to a survey done in 2014 by the Healthcare Information and Management Systems Society (HIMSS).

**Competitive Market:** Three CUNY schools (College of Staten Island, Hunter, and Lehman) offer MS programs, all of which focus on Nurse Practitioner and Clinical Specialist tracks as well as public health nursing, none of which are offered online. There are no CUNY MS programs in Brooklyn or Queens, no CUNY MS online programs, and no CUNY programs that offer tracks in nursing education, nursing organizational leadership, and informatics.

**Student Interest:** A competitive job market has contributed to the dramatic surge in enrollment in CUNY’s RN to BS programs (CUNY Office of the University Dean for Health and Human Services, 2013). The number of graduates from these completion programs has increased 145% in the last four years. According to the CUNY Consortium of Nursing Programs Post-Graduate Outcomes Report (2014), the increase in graduations in RN to BS programs has coincided with an increase of 143% in graduates of CUNY MS programs, from 93 in 2009-10 to 226 in 2012-13. Enrollment data indicate that these trends will continue. It also stated that 40% of RN-BS graduates from 2007-08 through 2011-12 had already earned a MS or were currently enrolled in a MS program. As the increase in MS enrollment is projected to continue, and with only three CUNY schools offering MS programs, it is essential that CUNY increase its capacity to enroll students seeking graduate-level nursing programs.

**Curriculum:** The proposed curriculums will prepare students to meet the challenges and mandates for the revised healthcare system. As per accreditation guidelines, all Master’s programs must include the core components of the three “P’s” of Advanced Practice: Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology.

**Faculty:** The nursing curriculum has been developed by CUNY SPS Nursing faculty in a collaborative fashion. Using the AACN Masters Essentials as a guide, faculty developed the coursework and content relevant to the three areas of nursing being proposed. The program will start with three full-time faculty (including the Academic Director) as well as a cadre of highly qualified and experienced adjunct instructors. As enrollment increases and courses are rolled out, additional full-time faculty will be hired.

Faculty new to teaching online and/or with CUNY SPS are required to attend and pass with a minimum grade of 85% CUNY SPS’ “Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty.”

Provided by CUNY SPS’ Office of Faculty Development and Instructional Technology, this two-week, asynchronous, instructor-facilitated workshop is designed to prepare faculty for teaching online and/or hybrid classes. The workshop models effective design and facilitation skills and addresses design issues, pedagogical approaches to teaching online and hybrid courses, as well as organization and management of an online class. It also provides an opportunity for faculty to become more familiar with the environment of the Blackboard LMS from both a student and instructor perspective. The total time on task is estimated at an average of 10 hours for participants. There are no face-to-face meetings required, but additional assistance (in person or online) is available.

**Support Services and Resources:** In delivering resources to students in the MS in degrees in Nursing, CUNY SPS will build on its current infrastructure, which supports dozens of degree and certificate programs as well as a portfolio of noncredit programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new program.

CUNY SPS has advisors who are trained to work with undergraduate and graduate students, and all services, including the registrar, bursar, and financial aid offices — available online and in person — likewise have the capacity to handle the additional students.

1. **Academic Advisement:** A dedicated advisor for the MS in Nursing will provide advisement from pre-application through registration, completion of degree and graduation. In addition, students receive advisement from faculty teaching their courses and students interact with each other and with faculty throughout the semester. This ongoing

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contact ensures that there are sufficient informal opportunities to discuss academic issues. Each student is issued a CUNY email account facilitating timely communications among students, instructors, advisors and administrative staff.

2. **Instructional Technology:** The core educational technology infrastructure is CUNY’s enterprise Blackboard course management system. Blackboard supports the faculty’s requirement to share documents, have group discussions, assign collaborative projects, and respond to individual student questions or assignments.

Students are required to complete an online orientation designed to ensure an applied, experiential knowledge of the learning management system and the highly interactive pedagogy practiced by CUNY SPS online programs.

The CUNY SPS Help Desk is available to help students and faculty with any technology issue that may arise from 9:30am to 9:00pm Monday – Thursday, 9:30am – 5:00pm on Friday, and 9:30am to 4:30pm on Saturday. More than simply addressing problems as they arise, the Help Desk takes a proactive stance towards support by providing constituents with how-to guides and videos, live training, and regular updates on technology changes.

Other support services include admissions, registration, and grade reporting, which are all available online or in-person. Web-based tools, used by well-trained administrative staff, complement this support structure. Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School’s general operating budget. Expenses other than personnel include the library, equipment, software and services, marketing, and supplies. The majority of library costs are shared over all CUNY SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

3. **Library:** CUNY SPS partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, the Newman Library provides CUNY SPS students and faculty with access to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, CUNY SPS students also have access to other libraries across the CUNY system.

4. **Writing Support and Tutoring:** Online writing and tutoring support is provided to CUNY SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live interactive Web conference, on the telephone, using text messaging, or via e-mail. Students may ask questions about specific subject areas, or, if they need assistance writing a paper, they may submit a written draft for a tutor to review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY.

**Cost Assessment:** Initial start-up support for the program will be provided by the City University of New York with the expectation, based on enrollment projections, that the program will quickly become self-sustaining.
ABSTRACT

The CUNY School of Professional Studies is proposing Masters of Science and Post-Masters, Advanced Certificate programs in Nursing Education, Nursing Informatics, and Nursing Organizational Leadership. These programs will provide fully online options for Baccalaureate prepared nurses seeking to further their education, which is required to function as leaders in the evolving healthcare systems, and meet the needs for nursing education programs.

Also being proposed is a dual/joint program in each specialty area with CUNY SPS’s existing BS in Nursing, resulting in a seamless progression (and “fast-track”) from the BS to the MS programs. These dual programs will allow those who hold an RN license who are in the BS program to continue directly into graduate studies.

The programs will incorporate theories and concepts of nursing science and their applications, research skills, and technology innovations that will offer students the opportunity to develop requisite knowledge, leadership skills, and interpersonal abilities needed to improve the healthcare system, educate future nursing students, and create innovative information technology systems. Program development will be guided by the American Association of Colleges of Nursing (AACN) Nine Essentials for the MS degree, as well as recommendations from the Institute of Medicine’s landmark report The Future of Nursing: Leading Change, Advancing Health (2011).

Recruitment for the program will focus on (a) new graduates of Baccalaureate in Nursing degree programs (generic and RN-BS) who are seeking to add to their credentials for either work or application to doctoral programs; (b) those already in the workforce who want to qualify for higher level positions and pay, and (c) new graduates of Associate in Nursing degree programs who want to fast-track through the BS and MS in nursing programs. The certificate programs will target Master’s prepared nurses who wish to expand their education and opportunities as nurse educators, nursing informaticists, and/or nursing managers and directors.

Although there are a number of Master’s degree programs in Nursing at CUNY, there are none that are offered fully online, and there are none with programs in Nursing Education nor Nursing Informatics.
Application for the Registration of New Graduate and Undergraduate Curricula/Programs – Including Programs to be Offered in Distance Education Format

**General Information**

<table>
<thead>
<tr>
<th>Institution (Legal Name)</th>
<th>Institution Code</th>
</tr>
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<tbody>
<tr>
<td>CUNY School of Professional Studies at the Graduate School and University Center</td>
<td>310500</td>
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<table>
<thead>
<tr>
<th>Proposed Program Title</th>
<th>Degree Award</th>
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<td>Nursing Education</td>
<td>MS</td>
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<tr>
<td>Nursing Informatics</td>
<td>BS-MS</td>
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<tr>
<td>Nursing Organizational Leadership</td>
<td>Advanced Certificate</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Address of Any Campus Where the Proposed Program Will Be Offered (main and/or branch campuses)</th>
<th>Full-time or Part-time ¹</th>
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<tbody>
<tr>
<td>365 Fifth Avenue New York, NY 10016</td>
<td>Full-time</td>
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<tr>
<th>All Program Format(s) (standard, distance education², evening, weekend and/or other)</th>
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<tr>
<td>Distance education</td>
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<thead>
<tr>
<th>Lead Contact [First Name, Last Name, Title]</th>
<th>Telephone Number</th>
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<tbody>
<tr>
<td>Otte, George, Associate Dean of Academic Affairs CUNY School of Professional Studies</td>
<td>646.344.7258</td>
</tr>
</tbody>
</table>

**Email Address**

george.otte@cuny.edu

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¹ Please refer to §52.2(c) and §145-2.1 of the Regulations of the Commissioner for definitions and information concerning full and part time study. Note: Only programs registered as full time are eligible for TAP. Programs are subject to audit by the NYS Office of the State Comptroller and the Higher Education Services Corporation (HESC) for financial aid compliance purposes.

² If a major portion of the program (50% or more) can be completed through study delivered by distance education then the program must be registered in the distance education format. Hybrid or blended courses do not count toward the 50%.
Attestation and Assurances
On behalf of the institution, I hereby attest to the following:
That all educational activities offered as part of this proposed curriculum are aligned with the institutions’ goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:
That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).
That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.³
That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.
That, consistent with §52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.
That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).
That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.
That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution’s faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).
That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner’s regulations.

<table>
<thead>
<tr>
<th>CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST</th>
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<tbody>
<tr>
<td>Signature</td>
</tr>
<tr>
<td>John Mogulescu, Dean of the CUNY School of Professional Studies</td>
</tr>
<tr>
<td>Type or print the name and title of signatory</td>
</tr>
</tbody>
</table>

³ The Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.
Program Purpose, Objectives and Targets

**Program Purpose**

*Department Expectation:* Clearly define a program purpose that is aligned to the degree award and program title.

Refer to narrative, beginning on page 7.

**Program Objectives**

*Department Expectation:* Articulate between 1 and 3 program-level (curriculum-level) objectives that are clearly defined and directly aligned with the program purpose and proposed degree award.

Goals and Student Learning Outcomes contained within the body of the proposal.

**Program Targets** - *Department Expectation:* Establish realistic enrollment, retention, graduation, and job placement targets for this program that are connected to the reviewing system by which the success of students and faculty in achieving such goals and objectives of the program are determined. *Note:* There are not specific Department defined targets required for the registration of curricula. The Department expects institutions to establish targets that reflect the espoused quality of the program, and to periodically and systematically review such targets are they related to program implementation.

**Enrollment Projections**

The Department assumes that Year 5 enrollment projections will be full-capacity relative to existing and new resources planned.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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See projections on in Table 8: Five-Year Revenue Projections for Programs Worksheet

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<th>Annual Retention Rate Target (%)</th>
<th>Target graduation rate (%)</th>
<th>Target Job Placement Rate (%)</th>
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</table>
Curriculum and Course Information

Please provide the following:

The applicable sample student program schedule table:
Table A: Undergraduate Program Schedule; or
Table B: Graduate Program Schedule

When completing the program schedule table please refer to the requirements in §52.2(c) of the Regulations of the Commissioner concerning completion of Associate, Baccalaureate and Master’s degree programs.

Please list the course titles for all new courses included as part of the proposed program, and, either attach the course syllabi or, if such syllabi are not yet available, provide course descriptions and objectives in the chart below.

<table>
<thead>
<tr>
<th>New Course Titles</th>
<th>Indicate that course syllabi are attached or, provide course descriptions and objectives (if course syllabi are not available)</th>
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<tbody>
<tr>
<td>Course information is contained within the proposal.</td>
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<th>Program</th>
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<td>Nursing Education</td>
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NARRATIVE

Purpose and Goals

The proposed Masters of Science programs in Nursing Education, Nursing Informatics, and Nursing Organizational Leadership will provide fully online options for Baccalaureate prepared nurses seeking to further their education. The programs will incorporate theories and concepts of nursing science and their applications, research skills, as well as the management of health care. These programs will provide students with the opportunity to develop the knowledge, leadership skills, and interpersonal skills that will enable them to improve the health-care system, educate future nursing students, and manage and create innovative information technology systems. Development has been guided by the AACN (American Association of College of Nursing) Nine Essentials for the MSN Degree as well as recommendations from the Institute of Medicine’s landmark report on the Future of Nursing: Leading Change, Advancing Health (2011).4

Also being proposed is a dual/joint program in each specialty area with CUNY SPS’s existing BS in Nursing, resulting in a seamless progression (and “fast-track”) from the BS to the MS programs. These dual programs will allow those who hold an RN license who are in the BS program to continue directly into graduate studies. Overlapping coursework will allow students to complete both degrees within an integrated framework and in less time than each degree completed on its own.

In addition, Post-Masters, Advanced Certificates are being proposed in each of the three specialty areas (Education, Informatics, and Organizational Leadership). These certificates will provide opportunities for Master’s prepared nurses to gain the education needed to expand their roles. For example, a Nurse Practitioner (NP) can complete the Advanced Certificate in Nursing Education and teach, in addition to working as a NP.

A total of nine programs are being proposed as follows:

- MS in Nursing Education
- Advanced Certificate in Nursing Education
- BS-MS in Nursing Education
- MS in Nursing Informatics
- Advanced Certificate in Nursing Informatics
- BS-MS in Nursing Informatics
- MS in Nursing Organizational Leadership
- Advanced Certificate in Nursing Organizational Leadership
- BS-MS in Nursing Organizational Leadership

In line with CUNY SPS’s mission to “be responsive to the needs of our students and our city” and focusing on fields that provide “opportunities for careers and service”, the programs proposed here will help meet a growing need for nurses with advanced education while providing a flexible opportunity for students to obtain the education they need to advance in their careers.

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Program Goals

For program graduates, the program will serve one or more of the following goals:

- Create an academic bridge between Bachelor's level and doctoral studies; For students who complete a BS in Nursing degree, whether generic or RN completion program, a Master's program provides the opportunity to acquire both the advanced skills and the academic credentials that support applications to doctoral study.
- Prepare students for professional work in Nursing Education, as well as in Nursing Informatics, and in Nursing Organizational Leadership: A review of national job placement reports and job postings for Nursing Master’s degree holders indicates that a variety of positions are available in healthcare institutions and community-based agencies for candidates in the organizational leadership and informatics programs. Academic medical centers, community health organizations, as well as academic university systems are in need of nurse educators and nursing faculty. Within CUNY alone, there are currently more than 15 vacant fulltime nursing faculty positions, and increased demand for adjunct nursing faculty.
- Position students for advancement in a current job: These programs provide opportunities for current nurses to qualify for positions with more responsibilities and a higher salary, including: Nurse Managers, Nurse Informatics Managers, and Clinical Nurse Educators.

Program Outcomes – BS-MS and MS Programs:

- Graduation rates (75% traditional MS students will graduate within five years; 75% Dual BS-MS program students will graduate within seven years).
- Program satisfaction: Program alumni and employers will report 80% or higher satisfaction based on terminal student learning outcomes.
- Job placement rates: 80% or higher alumni desiring new positions will report attainment within 12 months of graduation.

Program Outcomes – Advanced Certificate Programs:

- Certificate completion rates: 80% of certificate participants will complete the program within two years.
- Program satisfaction: Certificate participants will report 80% or higher satisfaction based on terminal student learning outcomes.
- Job placement rates: 80% or higher certificate participants desiring new positions will report attainment within 12 months of graduation.

MS and BS-MS Core Program Learning Outcomes

Program learning outcomes are adapted from, and consistent with the American Association of Colleges of Nursing (AACN) Essentials of Master’s Education in Nursing. Upon completion of the program the graduates will:

10. Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.
11. Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
12. Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
13. Develop health policies that address local and global population health issues.
15. Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes, including clinical prevention strategies.
16. Conduct research, implement evidenced-based care, and quantify the impact on quality and safety.
17. Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
18. Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.
In addition to the core program learning outcomes, and for the Advanced Certificate programs, following are the learning outcomes for the specific nursing areas:

Nursing Education (NE)
4. Demonstrate program planning and curriculum development based on a comprehensive assessment of learning theories, styles, and needs of diverse learners.
5. Synthesize pedagogical strategies and best practices in the design, implementation, and evaluation of nursing curricula.
6. Use current and emerging technologies in the education of nursing students, practicing nurses, and faculty to support lifelong learning.

Nursing Informatics (NI)
4. Integrate organizational science and informatics theory to make changes in nursing practice.
5. Provide oversight and guidance in the selection and integration of technologies to document patient care and improve health outcomes.
6. Analyze current and emerging technologies for applications in safety and quality improvement, research and evidence-based practice, and nursing education.

Nursing Organizational Leadership (NO)
4. Analyze how policies impact the structure and financing of healthcare, nursing organizations, and health outcomes.
5. Advocate and mentor the professional nurse as a member and leader of interprofessional teams.
6. Develop a nursing organization business plan utilizing budgeting, cost-benefit analysis, and marketing principles.

**Need and Justification**

There are four specific trends in the field of nursing that contribute to the need for new Master of Science in Nursing programs.

**Increased Academic Credentials for Nurses**

The Institute of Medicine’s (IOM) landmark report, *The Future of Nursing*, (2011) noted that nurses are on the front lines of patient care, and need to play an integral role in helping to accomplish the objectives of the 2010 Affordable Care Act which is redefining health care delivery for all citizens. As described in the report, to accomplish this, nurses need to:

- Understand the complexity that cultural beliefs and practices provide in an unfolding healthcare situation and assist patients to attain and maintain their highest level of wellness;
- Be knowledgeable in healthcare policy, politics, and delivery systems and advocate for patients as they negotiate the complex labyrinth of services needed to maintain optimal health;
- Access resources available to the patient in the community;
- Understand the role that family plays in helping the patient achieve his/her highest level of wellness; and,
- Utilize the best available scientific data and technology in designing plans of care for individuals, families, and communities.

These objectives are met via the curricular integration of the recommended AACN Master’s Essentials. These nine Essentials are core competencies for all master’s programs in nursing and provide the curricular elements and

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framework, regardless of focus, major or intended practice setting. The Master's Essentials delineate the knowledge and skills that all nurses prepared in master's programs acquire and include: Background for Practice from Science and Humanities, Organizational and Systems Leadership, Quality Improvement and Safety, Translating and Integrating Scholarship into Practice, Informatics and healthcare Technologies, Health Policy and Advocacy, Interprofessional Collaboration, Clinical Prevention and Population Health, and Master's level Nursing Practice. Additionally, all master's degree programs with elements of direct care roles require graduate level course work in the three “P”s of Advanced Practice: Advanced Pathophysiology, Advanced (Physical) Health Assessment, and Advanced Pharmacology.

To this end, the second mandate of the IOM report advocates that nurses achieve higher levels of education and training through an improved education system that promotes seamless academic progression. Specifically, it is recommended that at least 10% of all baccalaureate graduates matriculate into a Master’s or doctoral program within five years of graduation and that the number of nurses who have a doctorate double by the year 2020. To accomplish this last goal, the numbers/percentages of nurses who have a MS degree need to increase dramatically.

There is increasing pressure from nursing organizations for nurses to obtain advanced degrees. The forces contributing to this pressure are threefold and include the following: the widely acclaimed Future of Nursing report key recommendation to advance the education level of nurses to better address health care delivery; the new models and roles for inter-professional care delivery demanded by the implementation of the Affordable Care Act (2010); the new standard for 100% of nurse leaders in healthcare organizations to have an MS in order to achieve Magnet Recognition from the American Nurses Credentialing Center (ANCC). The ANCC Magnet Recognition Program® is viewed around the world as the ultimate seal of quality and confidence. Magnet organizations are recognized for quality patient care, nursing excellence, and innovations in professional nursing practice, which lead to the highest levels of safety, quality, and patient satisfaction. Magnet requires organizations to develop, disseminate, and enunciate evidence-based criteria that result in a positive work environment for nurses and, by extension, all employees. U.S. News & World Report utilizes Magnet designation as a primary competence indicator in its assessment of almost 5,000 hospitals to rank and report the best medical centers in 16 specialties®. A 2014 survey by the Greater NY Hospital Association (GNYHA) and the Healthcare Association of NYS (HANYS)® reported that in 2012-2013, 30% of hospitals and health systems have magnet status, 30% are actively pursuing it, and 30% are considering magnet status. The 30% actively pursuing magnet status is an increase from 19%.

In 2012-2013, CUNY graduated 516 baccalaureate prepared nurses, an increase of 76% from the 296 graduates in 2009-2010. According to a CUNY 2013 survey, 60% of recent Associate Degree Nurse (ADN), graduates were enrolled in an RN to BS program. This data suggests that CUNY is making progress towards increasing the number of its AAS in Nursing graduates that go on to earn a BS in Nursing, which is consistent with the Future of Nursing goal of 80% of RNs with a BS by 2020. However, what is needed within CUNY is a response to address the increased demand for Master’s prepared nurses. In the 2014 survey of healthcare organizations by GNYHA, HANYS, and the Center for Health Workforce Studies (CHWS)®, 69% reported that nurse managers were very difficult to recruit, with 31% reporting a shortage of this key nurse role. The current three CUNY schools that offer MS programs do not have the capacity to allow all of these BS nurses to obtain a MS. Each program admits only 20-30 students annually, leaving a gap of more than 400 students. More about the other nursing programs follows below.

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6 Magnet Recognition Program Overview, retrieved from http://www.nursecredentialing.org/Magnet/ProgramOverview.

Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
As reported by the National League for Nursing (2014)\(^9\), 51% of MS programs turned away qualified applicants in 2014. This is an increase from 2012 when the percentage was 43%. Lack of faculty, clinical placement sites, and classroom space were cited as the reasons.

**Nursing Education**

**Background and Need**
Faculty vacancy has been repeatedly identified as a primary factor hindering maximum student capacity in our nation’s nursing schools. According to AACN’s Special Survey on Vacant Faculty Positions for Academic Year 2013-2014\(^10\), nearly two-thirds of responding schools reported that they were experiencing a shortage of full-time faculty members. Among these schools, the vacancy rate is 8.3%, or a total of 1,358 full-time faculty positions.

In March 2014, Peter McMenamin, for the American Nurses Association, wrote “the Bureau of Labor statistics (BLS) projects that there will need to be 35 percent more faculty members to meet the expected increase in demand. In addition, 10,200 current faculty members are expected to retire. Therefore 34,200 new nursing instructors will be needed by 2022.”\(^11\)

This shortage has been attributed in part to the aging of current nursing faculty. The average age of doctorally prepared nurse faculty at the rank of professor/associate professor was 59.6 years. Consequently, a wave of Faculty retirements is expected across the U. S over the next decade, and there is concern about their replacements.

Another possible factor contributing to the nursing faculty shortage is the higher compensation in clinical and private sector settings that may result in current and potential nurse educators leaving teaching positions, as well as the limited number of nursing Masters Programs that focus on Nursing Education.

The shortage of nursing faculty, and nurses in general, is interwoven – without adequate numbers of nursing faculty members, fewer qualified students can be admitted to nursing programs. The dearth of nurse educators has prompted nursing programs to deny admission to thousands of qualified applicants. The National League for Nursing’s Annual Survey of Schools of Nursing for 2011-2012\(^12\) reported that in Fall 2012 for all basic registered nurse (RN) education programs, 28 percent of qualified applications were not accepted: Associate degree in nursing (ADN) programs rejected 45 percent of qualified applications, compared with 36 percent in baccalaureate of science in nursing programs, and 18 percent in diploma programs. At the baccalaureate and graduate level, more than 68,000 qualified applicants were turned away in 2014 (AACN, 2014). Approximately 2,500 qualified applicants were denied admission to associate degree and baccalaureate degree nursing programs in New York State in 2010, due in part to faculty shortages\(^13\). In 2014, 73% of BS in Nursing deans and directors statewide in NY reported turning away qualified applicants due to limits on program acceptances, with 19% of BS program and 22% of AND programs citing lack of qualified faculty as a factor.\(^14\) Increasing the numbers of MS prepared nurse educators is essential to achieving an adequate supply of nurses to ensure access to affordable, high quality health care.

The National Advisory Council on Nurse Education and Practice (NACNEP), which advises the Secretary of the U.S. Department of Health and Human Services and the U.S. Congress, issued a report in 2010 addressing a factor that limits the nation’s ability to produce more nurses: the shortage of nurse faculty. Among these critical factors are:

- Challenges in achieving demographic diversity within nursing faculty;
- Problems in providing adequate nurse educational preparation specific to teaching; and,
- The aging and imminent retirement of current nurse faculty.

Not only are nursing educators needed both for college degree programs, but they are also needed for agencies as well. Hospitals and medical centers hire nursing educators in order to provide further, enhanced levels of instruction to nursing students and new nurses. Nursing Unit-based Educators provide educational leadership, initiate unit-based strategies for developing clinical skills, develop patient care plans, consult with and serve as a clinical resource to the multidisciplinary team, utilize evidence-based research and current health care trends in the development of staff and patient education programs. They collaborate with the Clinical Educators, Clinical Nurse Specialists, Specialty RNs and/or Unit Directors to plan and implement pertinent curricula. They develop and coordinate orientation programs for newly hired nurses and provide continuing education programs for all staff.

Curricular Response
To help address these challenges, the Nursing Education program will emphasize nursing curriculum development, teaching effectiveness in nursing education, evaluation strategies in nursing (clinical as well as classroom), and evidenced-based practice. Nurse educators need to understand and convey the complexity of delivering quality healthcare; the rapidly increasing knowledge required for nursing practice; and the importance of evidenced-based nursing practice. The program will culminate with a practicum, which will include an eight-hour weekly clinical placement for the 15-week semester (for a total of 120 hours). The placements will be either in an undergraduate (generic and/or RN-BS) nursing education program or with a Nurse Educator in a clinical facility dependent on the student’s preference.

Completing the MS in Nursing Education prepares nurses to:
- Manage accreditation, national, and state standards
- Adapt education strategies for diverse learners
- Develop curricula focused on changing healthcare systems
- Prepare students and graduates of entry-level nursing education programs and nursing staff in clinical facilities to function in expected RN roles

As a result, Nursing Education graduates will be qualified to serve as educators in numerous institutions ranging from community colleges to major universities as well as in academic health centers, and community based health facilities.

Further, graduates of the MS in Nursing Education will be prepared to pursue doctoral education in Nursing Education Nursing Science and Nursing Research. Nursing accreditation organizations (CCNE; ACEN) require that faculty teaching in graduate level nursing programs be credentialed with a doctorate.

Nursing Informatics

Background and Need
Nursing Informatics is the "science and practice (that) integrates nursing, its information and knowledge, with management of information and communication technologies to promote the health of people, families, and communities worldwide." (International Medical Informatics Association [IMIA] Special Interest Group on Nursing Informatics 2009). At its core, the integration aims to improve communication and patient outcomes.

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According to the report “A Growing Job Sector: Health Informatics a Credential That Works” from Burning Glass Technologies and Jobs for the Future (2012), hiring demand for healthcare informatics jumped 36% between 2007 and 2011. The same report later stated that registered nurses are well-suited to gain healthcare informatics skills and certifications that would qualify them for clinical documentation and quality improvement positions that are in especially high demand with the implementation of the HiTech Act and enhanced use of technology in healthcare.

In a later report in 2013, The American Medical Informatics Association (AMIA) estimated that up to 70,000 health informatics specialists would be needed in the next several years. The average salary for a nurse informaticist was $100,717 according to a survey done in 2014 by the Healthcare Information and Management Systems Society (HIMSS).

A 2015 “Impact of the Informatics Nurse Survey” conducted by the Healthcare Information and Management Systems Society (HIMSS), reports that informatics nurses were widely seen as bringing value to the use of clinical systems and technologies at their healthcare organizations. Specifically, the report found:

- Quality of Patient Care: Respondents reported a direct positive impact on the quality of care patients receive as a result of the work of informatics nurses. Sixty (60) percent of respondents indicated that informatics nurses have a high degree of impact on the quality of care.
- Direct Impact on Clinical Systems: Respondents reported that informatics nurses have a high degree of impact on workflow, patient safety and user acceptance.
- Hiring Informatics Professionals: Approximately one-quarter of respondents (23 percent) reported that their organization hired their first informatics professional prior to 2000;
- Executive Leadership: Nearly two-thirds of respondents (61 percent) work for an organization that employs an informatics professional in a leadership position. Twenty (20) percent of respondents reported working for an organization that employs a Chief Nursing Information Officer (CNIO);
- Longevity: Finally, the survey results suggest that longevity matters. The longer a healthcare organization has employed informatics professionals, the greater impact and value they have on the various aspects of the clinical systems process, as well as on the overall quality of care that patients received; and,
- Involvement of Informatics Nurses with Emerging Technologies: Informatics nurses were most likely to be identified (70 percent) as providing assistance in the area of medical devices integration. At least half of respondents also indicated that informatics nurses would play a role with regard to smart devices.

The American Nurses Association in the Scope and Standards of Practice has listed the major functional areas for informatics nurses, which include:

- Administration, leadership and management - either directly with clinical informatics departments or in combination with other functional areas such as serving as project managers;
- Analysis - using data to synthesize knowledge, inform decision support, and manage outcomes as well as taxonomies;
- Compliance and integrity management - helping make sure organizations are meeting all the national laws and standards such as HIPAA, FDA, Joint Commission, etc.;
- Consultation - serving both internally or externally as a resource;
- Coordination, facilitation, and integration - serving as the translator between end-users and IT experts
- Development - translating user requirements into solutions;

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• Education and professional development - ranges from teaching the end-user to use a device or application to educating the next generation of nurses and the general public;
• Policy development and advocacy - being an advocate for consumers, hospital units, and the institution as a whole; also helping shape policies and standards at the state, national and organizational level; and,
• Research and evaluation - conducting research in a variety of informatics topics that impacts both caregivers and consumers.

Curricular Response
The proposed Nursing Informatics graduate programs will help address the growing need for Nursing Informaticists by preparing graduates to assume roles in the functional areas outlined above, beginning with the MS core course of Advanced Nursing Informatics. This course provides an overview of the use of information science and technology to support patient care and provide leadership within health care systems and/or academic settings. The Nursing Informatics program courses will guide the learner to assess institutional data needs, manage data effectively, and improve patient care quality. Students will have a six-credit practicum where they will have real-life experiences with compliance and accreditation mandates, staff education, and an opportunity to design new data management systems. This practicum will include a total of 120 hours in a weekly eight-hour placement with a Nurse Informaticist in a hospital, long term care or clinical facility for the 15-week semester.

Graduates will be prepared for the American Nurses Credentialing Center (ANCC) Informatics Nursing Certification Examination. Recent job opportunities for nurses with a MS in Informatics include: Clinical Informatics Nurse, responsible for all aspects of clinical information systems to assure that existing and future systems facilitate and enhance clinical practice and delivery of patient care and meet quality and regulatory requirements; RN Clinical Applications Coordinator, responsible for the management and communication of data, information, knowledge in nursing practice.

Nursing Organizational Leadership

Background and Need
According to the Institute of Medicine's *Future of Nursing* report, the 20th century education of nurses is no longer adequate for the realities of 21st century healthcare. The IOM committee recommended that the future nurse needs higher levels of education and their professional formation needs to include proficiency in competencies such as team-leadership, systems thinking, decision-making, and quality improvement. Increasingly, registered nurses work as a part of an interdisciplinary team with colleagues who are educated at the master’s degree or higher level. These health professionals, including physicians, pharmacists, and speech pathologists, appreciate the complexity involved in health care today care and recognize the value and need for higher education. While undergraduate degrees prepare nurses for general nursing practice, nurses who work as part of these interdisciplinary teams must expand their knowledge and skills in order to participate effectively. The set of knowledge and skills needed include:

• Communication, collaboration, negotiation, delegation, and coordination
• Clinical resource management and budgeting
• Managerial skills
• Quality improvement
• Patient data outcome analysis
• Evidenced-based practice and research

These skills, while a necessary prerequisite to being an effective team member, are also necessary to assume positions of leadership that will contribute to the health, education, and social structure of communities. Nurses who assume leadership positions are responsible for direct patient care outcomes as well as staff motivation and performance, which requires them to develop skills that emphasize ethical and critical decision making; eliminating health disparities; and promoting excellence in practice. In addition, nurses in these positions must be able to focus
on the systems that provide care and serve the needs of a panel of patients, a defined population, or community, and can address health care disparities.

Curricular Response
The Nursing Organizational Leadership programs address all this by preparing graduates who will:
- Initiate and maintain effective working relationships
- Lead change to improve patient outcomes.
- Promote evidenced-based nursing research and practice.
- Build and lead collaborative interprofessional healthcare teams.
- Manage organizations providing care coordination

The program will culminate with a practicum. This practicum will include a total of 120 hours in a weekly eight-hour clinical placement for the 15-week semester in a hospital, long term care or community facility.

Potential employment opportunities for graduates of the Organizational Leadership programs include emergency department director, nursing executive, nursing faculty, director of nursing, chief nursing officer, nurse manager, accountable care coordinator, or wellness program director. Potential workplaces include: hospitals, clinics, medical centers, home health care agencies, community or technical colleges, land-based or online colleges or universities or hospital-based schools of nursing.

Graduates will be prepared for the American Nurses Credentialing Center (ANCC) Nursing Professional Development and Nurse Executive Certification Examinations.

Dual BS-MS program:
Options that help meet projected nurse shortages while providing quality, cost-effective population health care are needed in today’s rapidly evolving healthcare system. The dual BS-MS option will allow registered nurses the flexibility to enroll in the program part- and/or full-time and complete essential competencies in a shortened time period. For full-time students, this will shave one semester from the time ordinarily required to complete the BS and MS separately. This track is ideal for employed nurses who plan to expand their role within their own or other organizations. Coursework will enhance their performance as well as provide opportunities for them to assume leadership roles. Select RN-BS courses will satisfy RN-MS program coursework, as outlined in the curriculum section below. Students who opt to step-out of this program prior to completion, may receive a BS in Nursing upon completion of all required CUNY SPS RN to BS in Nursing program courses and general education coursework.

Advanced Certificates:
These Post-Masters Advanced Certificate Programs in Nursing Informatics, Nursing Education, and Nursing Organizational Leadership will provide opportunities for advanced practice nurses to attain essential content and expand their roles. Many Master’s prepared nurses already have the core courses of an MS program. An Advanced Certificate will allow them to add the specially credits they need to expand their expertise. For example, many Nurse Practitioners are interested in teaching; however, they lack essential education pedagogy. The Advanced Certificate in Nursing Education will provide an avenue to obtain essential nursing education content. Similarly, those advanced practice nurses who would like to assume a role in informatics or organizational leadership can take advantage of these targeted certificate programs. Unique to these programs is the inclusion of a six-credit practicum (120 hours total) allowing the learner to receive guidance and assistance in assuming these new roles.

Conclusion
To prepare the nurses needed to combat the current nursing faculty shortage, and to serve as leaders in the clinical and informatics workforce, there needs to be an increase in the available graduate level programs that can accommodate the working professional’s schedule. These online programs will help to meet those needs.
Employment Opportunities for Program Graduates
The rapidly changing healthcare field presents unprecedented career opportunities for Master’s prepared nurses related to:

- Expansion of integrated healthcare systems;
- Growth of the elderly population;
- Advances in technology, especially health informatics;
- Challenges related to the Affordable Health Care Act; and,
- A focus on health disparities and underserved populations.

New York’s hospitals place a high value on MS nurses, and are willing to invest in talented nurses. As of 2015, only 13% of RNs in New York State have a Master’s degree, yet forty percent of New York City hospitals surveyed (in 2014) reported a strong demand for MS prepared nurses. Twenty-seven percent of these hospitals surveyed offered some kind of on- or off-site BS-to-MS education and almost all the hospitals and unions provide at least partial tuition reimbursement for employees who are interested in pursuing an MS degree.

The Chief Nurse Executives of the New York City Health and Hospital Corporation, the largest municipal hospital and healthcare system in the country, reports that all Assistant Nurse Directors must have at a minimum a MS. As of 2013, the standard for the ANCC Magnet Status requires that 100% of Nurse leaders have a MS.

There are also many additional employment opportunities in nursing education as both full-time instructors and part-time adjuncts, as well as nurse educators in clinical settings. Nursejournal.org projects a 26% job growth for MS prepared nurses in the roles of Nurse Educator and Nurse Administrator. A simple search on indeed.com (on September 24, 2015) using the key words “Nurse Faculty” yielded 6,156 results (of which 186 were in New York and 73 in New Jersey); a search using the keyword “Nurse Educator” yielded 11,648 results (of these, 531 were in New York and 326 were in New Jersey).

Jobs for nursing informaticists range from nurses in faculty positions in universities, who teach and do research on informatics, to nurses practicing in many different healthcare settings, who implement the information systems for healthcare organizations. Other nursing informaticists work in executive-level health care positions that require strategic planning, execution of strategic initiatives, and guidance and support to the clinical operational leaders. Additionally, there are nursing informaticists who work in information technology companies.

Student Interest and Enrollment
A competitive job market has contributed to the dramatic surge in enrollment in CUNY’s RN to BS programs (CUNY Office of the University Dean for Health and Human Services, 2013). The number of graduates from these completion programs has increased 145% in the last four years. According to the CUNY Consortium of Nursing Programs Post-Graduate Outcomes Report (2014), the increase in graduations in RN to BS programs has coincided with an increase of 143% in graduates of CUNY MS programs, from 93 in 2009-10 to 226 in 2012-13. Enrollment data indicate that these trends will continue. It also stated that 40% of RN-BS graduates from 2007-08 through 2011-12 had already earned a MS or were currently enrolled in a MS program.

As the increase in MS enrollment is projected to continue, and with only three CUNY schools offering MS programs, it is essential that CUNY increase its capacity to enroll students seeking graduate-level nursing programs.

**Target Student Population**
The target student population will include, but not be limited to, CUNY Baccalaureate nursing graduates. Similar to the steep increase in enrollment in the SPS RN-BS program, it is anticipated that there will be a steady stream of applicants from CUNY SPS, as well as other RN completion programs. Additional outreach will be targeted to New York City metropolitan-area healthcare organizations.

HRSA reported in 2010 that only 9.1% of all RNs are men, only 16.8% of RNs represent racial or ethnic minority groups. This can be explicated further as: 4.8% of nurses are Hispanic (compared to 14.2% of the U.S. population); 9.9% of nurses are African American (compared to 11.8% of the U.S. population). The percentage difference for Hispanics is notable since they represent 14% of the workforce, but less than five percent of registered nurses.

It is, therefore, especially important to attract underrepresented groups to the MS program. Racial/ethnic and gender diversity within the nursing workforce is essential in increasing health care access for minorities and medically underserved populations.

Increasing the percentages of diverse nursing students in graduate education will help promote and mentor Associate and Baccalaureate prepared nurses in continuing their education and assuming leadership roles in the evolving healthcare setting.

The Dual BS-MS (fast-track) programs will attract nurses who aspire to leadership roles in nursing education, administration, and the newer field of informatics. This option is also beneficial for nurses who have graduated 10 or more years from their entry-level nursing education program and not yet attained a baccalaureate degree. This combined program will allow them to progress in a flexible and timely manner.

It is anticipated that the majority of students in all of the programs will be part-time. However, students will be able to enroll on a full-time basis. All courses will be fully online and offered during fall and spring. In addition, select courses will be offered during the shortened winter and summer sessions to provide flexible options.

Detailed enrollment projections are detailed in Table 8: Five-Year Revenue Projections for Programs Worksheet in the appendix.

**Admission Requirements**

**MS in Nursing Programs**
- Hold a bachelor's degree in nursing from an accredited college or university;
- Hold New York State licensure as an RN;
- Earned a minimum GPA of 3.0 in nationally accredited bachelor's and master's programs and provide all transcripts;
- Demonstrate the potential to successfully pursue graduate study through an admission essay highlighting education and career achievements. Essay to include specific examples of problem solving while working in the practice setting, leadership experience at the bedside or in other settings, and professional and community awards;
- Submit three letters of recommendation, one from a Master's or doctoral prepared faculty, one from a nurse leader who was an immediate supervisor, one from a community leader;
- Submit a copy of an evidence-based practice project that was completed in nursing school or in the practice setting; and,
- Submit a resume.
Dual BS-MS in Nursing

- Hold an Associate in nursing degree from an accredited college or university;
- Hold New York State licensure as a RN;
- Demonstrate the potential to successfully pursue graduate study through an admission essay highlighting education and career achievements. Essay to include specific examples of problem solving while working in the practice setting, leadership experience at the bedside or in other settings, and professional and community awards;
- Submit three letters of recommendation, one from a Master’s or doctoral prepared faculty, one from a nurse leader who was an immediate supervisor and/or clinical instructor, one from a community leader;
- Submit a copy of an evidence-based practice project that was completed in nursing school or in the practice setting; and,
- Submit a resume.

Advanced Certificates

- Hold a Master’s in Nursing (could include Nurse Practitioner);
- Hold New York State licensure as a RN;
- Earned a minimum GPA of 3.0 in nationally accredited bachelor’s and master’s programs and provide all transcripts;
- Demonstrate the potential to successfully pursue graduate study through an admission essay highlighting education and career achievements. Essay to include specific examples of problem solving while working in the practice setting, leadership experience at the bedside or in other settings, and professional and community awards;
- Submit three letters of recommendation, one from a Master’s or doctoral prepared faculty, one from a nurse leader who was an immediate supervisor, one from a community leader;
- Submit a copy of an evidence-based practice project that was completed in nursing school or in the practice setting; and,
- Submit a resume.

Similar Programs at CUNY and Beyond

Three CUNY schools (College of Staten Island, Hunter, and Lehman) offer MS programs, all of which focus on Nurse Practitioner and Clinical Specialist tracks as well as public health nursing, none of which are offered online. There are no CUNY MS programs in Brooklyn or Queens, no CUNY online programs, and no CUNY programs that offer tracks in nursing education, nursing organizational leadership, and informatics.

The full list of current CUNY Graduate Nursing programs is as follows:

Hunter College Master of Science Nursing Programs:

- Adult-Gerontology Clinical Nurse Specialist
- Community/Public Health Nursing
- Community/Public Nursing & Urban Public Health (MS/MPH)
- Gerontological/Adult Nurse Practitioner
- Nursing Administration/Public Administration
- Psychiatric Mental Health Nurse Practitioner

*Entrance into Advanced Certificate programs requires a MS degree.

Lehman College Master of Science Nursing Programs:

- Family Nurse Practitioner
- Pediatric Nurse Practitioner
• Certificate in Nursing Administration*
• Certificate in Nursing Education*

*Entrance into Advanced Certificate programs requires a MS degree.

College of Staten Island Master of Science Nursing Programs:
• Nurse Practitioner
• Clinical Specialist
• Advanced Certificate in Adult Health Nursing*
• Advanced Certificate in Gerontological Nursing*
• Advanced Certificate in Cultural Competence*

*Entrance into Advanced Certificate programs requires a MS degree.

Additional MS programs in New York City include:
• NYU (Nurse Practitioner – MS and DNP level options; Nursing Administration; Nursing Education; and Nursing Informatics);
• Teachers College (post-MS nursing education program), and Columbia University (Nurse Practitioner and Clinical specialist tracks); and,
• Pace University (Nurse Practitioner – MS and DNP level options and Nursing Education).
• SUNY Downstate {Nurse Practitioner; Clinical Nurse Specialist; Nurse Anesthesia}

None of these programs at private institutions in New York City are fully online.

Additional MS in Nursing programs in Nassau County
• Adelphi – Nursing Administration; Nursing Education; Nurse Practitioner; and
• Molly College – Nursing Administration with Informatics, Nurse Practitioner; Clinical Nurse Specialist

None of these programs at private institutions in Nassau County are fully online.

Additional online MS programs in New York State include:
• Kaplan - online MS programs with tracks in Nursing Education; Nursing Informatics; and Executive Leadership;
• Excelsior - online MS programs with tracks in Nursing Education; Nursing Informatics; and Nursing Leadership; and,
• Empire State College - online with a track in Nursing Education.
### Program Comparison Worksheet

<table>
<thead>
<tr>
<th>Institution and division</th>
<th>Program Title</th>
<th>Tuition</th>
<th>Target Audience</th>
<th>In person, online or both?</th>
<th># of courses for completion</th>
</tr>
</thead>
</table>
| Hunter College Master of Science programs | • Adult-Gerontology Clinical Nurse Specialist  
• Community/Public Health Nursing  
• Community/Public Nursing & Urban Public Health (MS/MPH)  
• Gerontological/Adult Nurse Practitioner  
• Nursing Administration/Public Administration  
• Psychiatric Mental Health Nurse Practitioner | $425 per credit | BS 3.0 GPA RN license | In person | • 12  
• 20  
• 12  
• 17  
• 12 |
| Lehman College Master of Science Nursing Programs | • Family Nurse Practitioner  
• Pediatric Nurse Practitioner | $425 per credit | BS 3.0 GPA RN license | In person | • 12  
• 12 |
| College of Staten Island Master of Science Nursing Programs | • Nurse Practitioner  
• Clinical Specialist | $425 per credit | BS 3.0 GPA RN license | In person | • 14  
• 12 |
| NYU | MS Nursing Education, Nursing Informatics, and Nursing Administration | $1568 per credit | BS 3.0 GPA RN license One year clinical experience | online | • 14  
• 14  
• 14 |
| Pace University | MS Nursing Education Professional Nursing Leadership | $1150 per credit | BS 3.0 GPA RN license One year clinical experience | online | • 12  
• 12 |

### Proposed Recruitment/Outreach Efforts

Recruitment for the program will focus on four categories of potential students: (a) those who have recently completed a baccalaureate degree in nursing and are seeking to add to their credentials for either work or application to doctoral programs; (b) those already in the workforce who want to qualify for higher level positions and pay, especially as nurse managers in hospitals and community-based organizations; (c) those who completed an Associate nursing degree, are licensed as RNs in New York State, and wish to pursue a fast-track option; and (d) those who currently have a MS and wish to transition to and/or expand their career options. This would include, for example, a Nurse Practitioner who is interested in teaching.

Efforts to reach these potential applicants will include the following:
- Outreach to current CUNY SPS BS in Nursing students;
- Information about the graduate nursing programs will be distributed to college offices in New York City and State that provide advisement to undergraduate students (e.g., career services and departmental and divisional offices in health and behavioral sciences);

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- Nursing faculty will hold information sessions at campuses with undergraduate nursing programs (both AAS and BS), similar to current very successful outreach efforts for the RN-BS Nursing program; and,
- Nursing faculty will hold information sessions at local hospital systems such as North Shore LIJ and New York City Health and Hospital agencies. In addition to recruiting students, faculty will build relationships with these organizations to seek guidance and instructors for the program.

**Marketing Materials and Messaging**

A well-designed, informative web presence for the program, accessible via the CUNY SPS website, will be a critical element in the program marketing strategy. More traditional print materials, such as brochures, for publicizing the program will be designed for distribution, especially to local prospects at open houses and graduate school fairs. Communications about the proposed program will emphasize:

- Quality of the faculty;
- Connections between the nursing specializations and projected job opportunities;
- The strong foundation of knowledge and skills in the core courses;
- The flexibility of fully online, asynchronous coursework coupled with course activities that stress lively, interactive discussions and collaborative projects with other students and the instructors;
- Relevance of the program both for those building on existing expertise in nursing and those that intend to pursue doctoral education;
- The unique BS-MS program option, which provides a timely, cost-effective transition for graduates from AAS programs who wish to pursue advanced nursing education and job opportunities; and,
- Affordability of the program.

**Retention and Graduation**

CUNY SPS has developed an extensive set of student services, beginning at the point of inquiry and designed to maximize student retention and success, and promote efficient completion of degree requirements. The proposed program expects to build upon these services by providing:

- Individualized advisement on course selection that takes into account the full set of demands on the student’s time and their career and academic goals;
- Career and further academic planning guidance beginning in their first semester, delivered by the Career Services office, faculty, and representatives from organizations that employ individuals with Master’s degrees in Nursing;
- An interactive orientation to online study, and to the mechanics of using Blackboard, the program’s content delivery system;
- Ongoing assessment of the foundation skills that underlie academic and professional success, especially in communication and management of quantitative information, coupled with tutorial services in these areas;
- Access to training in the use of software tools required in courses and in the professional workplace, along with helpdesk services;
- Online library services and training in the skills underlying information literacy; and,
- Full financial aid services.
Curriculum

The proposed curriculums will prepare students to meet the challenges and mandates for the revised healthcare system. As per accreditation guidelines, all Master’s programs must include the core components of the three “P’s” of Advanced Practice: Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology.

MS in Nursing Programs
Each 45 credit MS program is comprised of nine core courses (27 credits), four courses (15 credits) in the specialized area of nursing, and one nursing elective course (3 credits). To satisfy the elective, students may take a course in a specialization area other than the one they are enrolled in, or they may select, in consultation with an academic advisor, a course from another program offered by CUNY SPS (e.g., MA in Disability Studies or the MA in Psychology). Students may enroll full-time or part-time. Those who opt to enroll full time will be able to complete the program in three semesters.

Existing SPS courses are indicated with an asterisk. Courses are three credits unless otherwise indicated.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Nursing Education</th>
<th>Nursing Informatics</th>
<th>Nursing Organizational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 600 - Policy and Ethics in Nursing</td>
<td>NURS 610 - Nursing Curriculum and Program Planning</td>
<td>NURS 616 - Understanding and Management of Decision Support and Health Information Systems</td>
<td>NURS 621 - Leading and Managing Health Care Disparities and Underserved Populations</td>
</tr>
<tr>
<td>NURS 601 - Nursing Theory and Role Development</td>
<td>NURS 611 - AP Population-Focused Health Assessment</td>
<td>NURS 612 - AP Pathophysiology</td>
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<tr>
<td>NURS 602 - Healthcare Finance and Management</td>
<td>NURS 613 - AP Pharmacology</td>
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<tr>
<td>PSY 625 - Advanced Statistics*</td>
<td>NURS 615 - Advanced Nursing Informatics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 630 - Advanced Research Methods in Psychology*</td>
<td></td>
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</tr>
<tr>
<td>NURS 619 - Nursing Informatics Practicum (6 credits)</td>
<td>Elective</td>
<td>Elective</td>
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</tbody>
</table>

Progression and Retention
All students will maintain a 3.0 overall GPA per semester and at graduation. To ensure this criteria is met, a minimum grade of “B” is required in all courses Nursing major courses. Students earning less than a “B” grade in a Nursing course may repeat the course one time and must attain a grade of “B” or better. A second earned grade of less than “B” in any Nursing Program Course will result in dismissal from the program.

BS-MS in Nursing Programs
The 140 credit BS - MS curriculums will include select courses from the BS in Nursing. Students will take the essential core MS courses and concentration specific coursework. Coursework not taken at the BS level will be covered in the more advanced MS coursework, which includes all essential content, but with an expanded approach. For a detailed comparison between the BS and BS-MS programs, see chart on page 24. Students may enroll full-time or part-time. Those who opt to enroll full time will be able to complete the program in five semesters. Students who opt out with a BS in nursing will be required to complete all RN to BS degree courses. The full curriculum for each BS-MS program follows on the next page.
<table>
<thead>
<tr>
<th>MS in Nursing Education</th>
<th>Crs</th>
<th>MS in Nursing Informatics</th>
<th>Crs</th>
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<td>NURS 301 - Health Assessment and Promotion in Nursing Practice within Culturally Diverse Populations</td>
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<td>NURS 301 - Health Assessment and Promotion in Nursing Practice within Culturally Diverse Populations</td>
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<td>NURS 303 - Caring for Patients, Including Diverse Populations, in their Communities</td>
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<tr>
<td>NURS 612 - AP Pathophysiology</td>
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<tr>
<td>NURS 639 - Nursing Education Practicum</td>
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<td>NURS 619 - Nursing Informatics Practicum</td>
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<td>NURS 649 - Nursing Organization Leadership Transforming Healthcare Practicum</td>
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<tr>
<td><strong>NURS 610 - Nursing Curriculum and Program Planning</strong></td>
<td><strong>NURS 616 - Understanding and Management of Decision Support and Health Information Systems</strong></td>
<td><strong>NURS 616 - Understanding and Management of Decision Support and Health Information Systems</strong></td>
<td><strong>NURS 621 - Leading and Managing Health Care Disparities and Underserved Populations</strong></td>
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<tr>
<td>NURS 620 - Pedagogical Strategies and Best Practices in Nursing Education</td>
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<td>NURS 617 - Project Management, Systems Analysis and Design for Quality Patient Outcomes</td>
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<td>NURS 622 - Nursing Quality and Safety Strategic Planning</td>
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<td>NURS 630 - Measurement and Evaluation in Nursing Education</td>
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<td>NURS 618 - Nursing Informatics Applications: Education, Research, Quality Management, Patient Care, and Evidence Based Practice</td>
<td>3</td>
<td>NURS 623 - Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations</td>
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</tr>
</tbody>
</table>

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## BS in Nursing – BS/MS in Nursing Comparison

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>NURS 510</td>
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<td>NURS 512</td>
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<td>NURS 514</td>
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<tr>
<td>NURS 622</td>
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<td>NURS 633</td>
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</tbody>
</table>

**Total Credits:** 124

**Notes:**
- AAS transfer credits based on articulation agreement with Queensborough Community College
- NURS 300 and NURS 301 satisfy the College Option

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Advanced Practice Certificates

The Advanced Practice Certificates will each require 18 credits of coursework. All course prerequisites are met by virtue of having completed a MS in Nursing prior to enrolling in the Advanced Practice Certificates.

<table>
<thead>
<tr>
<th>Nursing Education</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 610 - Nursing Curriculum and Program Planning</td>
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<td>NURS 630 - Measurement and Evaluation in Nursing Education</td>
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<td>NURS 620 - Pedagogical Strategies and Best Practices in Nursing Education</td>
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<td>NURS 639 - Nursing Education Practicum</td>
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<tr>
<td>Elective</td>
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<td><strong>TOTAL CREDITS</strong></td>
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<tr>
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<td>NURS 617 - Project Management, Systems Analysis and Design for Quality Patient Outcomes</td>
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<td>NURS 618 - Nursing Informatics Applications: Education, Research, Quality Management, Patient Care, and Evidence Based Practice</td>
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<tr>
<th>Nursing Organizational Leadership</th>
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<tr>
<td>NURS 621 - Leading and Managing Health Care Disparities and Underserved Populations</td>
<td>3</td>
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<tr>
<td>NURS 622 - Nursing Quality and Safety Strategic Planning</td>
<td>3</td>
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<tr>
<td>NURS 623 - Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations</td>
<td>3</td>
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<tr>
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<td>Elective</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Course Descriptions

**NURS 600 - Policy and Ethics in Nursing:** 3 credits

*Prerequisite: None*

This course explores nursing and public policy formation in relation to healthcare systems organization, financing, regulation, ethics, and delivery of services within a global society. Political structures and social forces that shape advanced practice nursing and healthcare delivery will be examined. The need to understand healthcare policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy will be emphasized. Ethics related to the use of social media, technology, and diverse cultures and lifestyles as well as the advocacy role of nurses in critical decision-making will be discussed.

**NURS 601 - Nursing Theory and Role Development:** 3 credits

*Prerequisite: None*

This course provides the student with the opportunity to examine the nature of scientific explanation and inquiry, including historical evolution of knowledge in nursing science, and deductive and inductive approaches to theory development. The emphasis is on the critical evaluation of extant theories, concepts and models, including testability and utility. The focus is on the present state of theory development and role development in nursing with exploration of future directions.
NURS 602 - Healthcare Finance and Management: 3 credits  
Prerequisite: None  
This course provides an introduction to basic financial and accounting concepts related to healthcare management. Planning, budgeting, analyzing financial statements and balance sheets will be discussed from the perspective of the impact on patient populations, units, and organizations within the nurse manager’s role. Additionally, compliance with regulatory standards and third party reimbursement issues and the impact of the SCOTUS decision and the Affordable Care Act will be addressed.

NURS 610 - Nursing Curriculum and Program Planning: 3 credits  
Prerequisite: NURS 601  
This course is an exploration of the theories and procedures of educational program and course development applied to nursing education. The course includes philosophical values, educational concepts, and theories of learning used to link nursing education to standards of nursing practice. This course will guide students to develop curriculum plans congruent with healthcare needs and accreditation standards. Additionally, curriculum development of continuing education programs, projects, capstones, etc…, which are becoming more and more integral in the education and molding of a nurse educator, will be explored.

NURS 611 - Advanced Practice Population-Focused Health Assessment: 3 credits  
Prerequisite: Undergraduate Physical Assessment  
This course builds upon basic health assessment skills and provides the learner with the theoretical and clinical basis for assessment and diagnostic reasoning in advanced nursing practice across the lifespan. Emphasis is on the acquisition and analysis of relevant data for development of a comprehensive and holistic assessment. Concepts, theories and research on human development, anticipatory guidance, prevention, and early detection of risk factors and disease are emphasized. Critical thinking, diagnostic reasoning and communication skills are developed through practice with case guided vignettes and simulated practice experiences. Assessment of functional and mental health status will be addressed. An overview of population care management within the context of advanced practice will be provided.

NURS 612 - Advanced Practice Pathophysiology: 3 credits  
Prerequisite: Undergraduate Pathophysiology Course  
This course focuses on alterations of various physiological systems and pathophysiology of frequently encountered primary care conditions across the life span and special populations. In-depth case analysis of risk factors, pathophysiological changes, and associated clusters of signs and symptoms will be explored. Pathophysiological theories and evidence-based research as a basis for advanced practice nursing is integral in this course.

NURS 613 - Advanced Practice Pharmacology: 3 credits  
Prerequisite: Undergraduate Pharmacology Course  
The course focuses on the role of advanced practice nurses in applying pharmacotherapeutics to the management of health and illness in populations at risk for morbidity and mortality. Students acquire advanced knowledge as a foundation for prescribing and monitoring pharmaceutical and alternative therapeutic agents. Emphasis is placed on synthesis of pharmacokinetics and pharmacodynamics principles for the prevention and treatment of acute and chronic illnesses. Evidence-based outcomes, consensus guidelines, and research studies are critiqued.

NURS 615 - Advanced Nursing Informatics: 3 credits  
Prerequisites: None  
This course provides an overview of nursing informatics for the advanced practice nurse. Focus is on current trends and issues in using, designing, and managing data within health care systems and/or academic settings. Emphasis is on the use of information systems/technology to evaluate programs of care, outcomes of care, and care systems to inform quality improvement. Selection and evaluation of information systems and related ethical, regulatory, and legal issues will be explored.
NURS 616 - Understanding and Management of Decision Support and Health Information Systems: 3 credits
Pre- or Corequisite: NURS 615
This course provides a systematic exploration of the foundations of decision support systems and technology to support patient care and provide leadership within healthcare systems and/or academic settings. This course will cover data warehousing, dashboards, data mining, analysis of big data, information overload, and the difficulties of organizing, storing, retrieving, analyzing, and presenting data to inform quality improvement, financial decision-making, selection and evaluation of information systems and patient care technology, and related ethical, regulatory, and legal issues.

NURS 617 - Project Management, Systems Analysis and Design for Quality Patient Outcomes: 3 credits
Pre- or Corequisite: NURS 615
This course provides a systematic application of the use of information science and technology to support patient care and provides leadership within healthcare systems and/or academic settings. Emphasis is on the use of information systems/technology to evaluate programs of care, outcomes of care, and care systems to inform quality improvement, financial decision-making, selection and evaluation of information systems and patient care technology, and related ethical, regulatory, and legal issues. Concepts such as feasibility studies, flowcharting, network or timeline creation (Gantt chart, PERT/CPM) are inherent concepts in this course. The major assignment in this course will be a systematic, organized plan for an informatics application or design.

NURS 618 - Nursing Informatics Applications: Education, Research, Quality Management, Patient Care, and Evidence Based Practice: 3 credits
Pre- or Corequisite: NURS 615
This course guides students in assessing, planning, implementing, and evaluating nursing informatics in nursing education, research, quality management, patient care applications, and evidence based practice. Emphasis is on nursing informatics in clinical decisions, nursing management, collaborative practice, as well as ensuring quality, reducing patient errors and maximizing safety, and consumer uses. Educating and preparing staff in nursing informatics implementation is also addressed.

NURS 619 - Nursing Informatics Practicum: 6 credits
Prerequisite: NURS 618
This course will provide each student with a practicum experience in a nursing information technology setting. Students will assess information technology needs for the organization, identify legal and ethical concerns, explore the role of information technology in improving patient outcomes, and evaluate the effectiveness of current nursing information technology. This will include an eight-hour weekly practicum experience (120 hours total) in addition to the course work.

NURS 620 - Pedagogical Strategies and Best Practices in Nursing Education: 3 credits
Prerequisite: NURS 601
This course presents various teaching strategies associated with critical thinking in classroom and clinical settings. Students will plan, develop, implement, and evaluate active classroom, simulated and/or clinical instruction. A focus on engaging diverse learners will be included. Innovative pedagogy, such as simulation, virtual worlds, flipped classrooms, and distance education variations, will be explored.

NURS 621 - Leading and Managing Health Care Disparities and Underserved Populations: 3 credits
Prerequisite: NURS 611
This course examines theories of health care disparities and the impact on health care. A variety of theoretical models will be examined for their value in understanding health behavior change. Their relevance for changing particular behaviors in various ethnic populations will be challenged. New theories related to diversity of racial and ethnic communities, and selected nursing theories that attempt to understand the inequities in health care practice and health status will be explored. Students will be expected to conduct population assessments and propose health care models that will facilitate access, quality, and cost-efficient care to the underserved populations that can diminish the preponderance of health care disparities. Strategies to identify and collaborate with key community leaders and stakeholders, including private, government, and NGOs to facilitate the delivery of care

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to these underserved populations will be analyzed. This course will also introduce the redesign of health care providers’ roles and responsibilities recommended in the Future of Nursing report.

NURS 622 - Nursing Quality and Safety Strategic Planning: 3 credits  
**Prerequisite: None**  
This course will introduce students to the role of nursing leaders in the planned process of developing an organization to ensure the optimal level of performance as measured by effectiveness, productivity, health, quality, and safety. Quality and safety are central concepts in this course and are considered from both the operational and strategic planning perspective. A nursing unit operating budget is examined in detail. Additional topics covered include zero based budgeting, cost estimation and forecasting, break-even analysis, performance budgeting, flexible budget variance analysis, and capital budgeting. Health care examples and applications are used throughout all parts of the course. Strategic planning for healthcare organizations is emphasized.

NURS 623 - Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations: 3 credits  
**Prerequisite: NURS 621**  
In this course, students discuss the basis for effective leadership in nursing and in the U.S. healthcare environment, strategic planning, operational management, national healthcare regulatory agencies, and the challenges healthcare leaders face now and in the future. This course explores the application of behavioral sciences to human resources management in healthcare. Theories and approaches to leadership will be compared along with the impact of these theories and roles on the organization. Key elements to becoming an effective transformational leader will be explored. The emphasis of this course is on examining, conducting, and evaluating competency-based and culturally competent nursing administrative practices in the management of human resources. Based on criteria from ANA Scope and Standards for Nurse Administrators, Code of Ethics, and national healthcare agency accreditation, the student uses relevant theoretical and evidence-based research to address issues related to the restructuring of the health care environment, hiring, employment, labor relations, employee assistance, and problems of harassment, discrimination, workplace violence, nursing staff turnover, and advocating for the well-being of nurses in multicultural and diverse health care settings.

NURS 630 - Measurement and Evaluation in Nursing Education: 3 credits  
**Prerequisite: PSY 625**  
This course provides an analysis of theories of measurement and evaluation as they relate to nursing education in schools of nursing and healthcare agencies. Measurement and evaluation techniques appropriate for classroom and clinical nursing are studied; and their strengths and limitations are assessed. Total program evaluation relevant for accreditation and ethical, legal and social issues are analyzed.

NURS 639 - Nursing Education Practicum: 6 credits  
**Prerequisites: NURS 620**  
This course will provide each student with a practicum experience in a Nursing education program. Students will participate in direct teaching as well as in curriculum and faculty meetings, meeting accreditation standards, and student advisement. Coursework will focus on expected faculty roles of teaching, research, and scholarship. This will include an eight-hour weekly practicum experience (120 hours total) in addition to the course work.

NURS 649 - Nursing Organizational Leadership Transforming Healthcare Practicum: 6 credits  
**Prerequisite: NURS 623**  
This course is focused on advanced organizational leadership. Students prepare for leadership roles within healthcare systems, health-related business organizations, community-based organizations, and healthcare regulatory agencies. The course provides for a synthesis of advanced business skills, knowledge of healthcare, and highly developed communication skills to evaluate organizational dynamics, and performance. The Action Research Model, risk-taking, strategic leadership, creativity, and systems theory provide the context for the educational exercises/course project. Each student will have a practicum experience in a community-based organization, healthcare organization, or healthcare regulatory agency setting.

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Students will determine patient needs, collaborate with inter-professionals to secure services, identify quality and safety issues, and evaluate plan effectiveness. This course will include an eight-hour weekly (120 hours total) practicum experience in addition to the course work.

**PSY 625 - Advanced Statistics:** 3 credits
*Prerequisite: None*
This course is designed to prepare students to conduct statistical analyses in the social sciences. Students will become familiar with the major ideas of probability and statistics, including procedures related to hypothesis testing. Topics include, among others, descriptive statistics, normal distribution, t-tests, correlation and regression, probability distribution, and linear regression. At the end of the course students are expected to master both the conceptual as well as practical approaches to statistics. Students will apply and practice their knowledge of statistics through assignments that require the use of statistical software.

**PSY 630 - Advanced Research Methods in Psychology:** 3 credits
*Prerequisite: PSY 625*
This course will introduce the major concepts, issues and techniques of social science research, including the epistemological and ontological principles behind the different methods employed in the field of psychology. We will review quantitative, qualitative, and mixed-methods approaches. Students will be engaged in evaluating the pros and cons of the different approaches and in exploring various data-collection methods. Students will become skilled consumers and critics of empirical social science research across a wide range of methodologies and substantive fields; develop research questions and relevant designs; and gain experience in the collection and analysis of data.

**Academic Policies**
The proposed program will implement procedures intended to ensure that students are fully responsible for all assignments and that the highest standards of academic integrity are maintained. Such policies and procedures are a necessary component of all academic programs, regardless of the form of course delivery.

The program will address the issue of academic integrity, which includes, but is not restricted to, plagiarism, through several mechanisms:

- **Clearly worded policy statement:** The program will introduce entering students to the policies regarding academic integrity during their initial orientation and then will have these policy statements included in the syllabus of every course. The policy statement will include a description of the kinds of behaviors that violate academic integrity standards, the procedures that will be followed when violations are thought to have occurred, and consequences for students should violations be confirmed. In general, all students are bound by the academic policies established by the School of Professional Studies and published in the School’s website, academic handbook, and annual bulletin.

- **Detailed guidelines for students on how to avoid violations of academic integrity policies:** In some cases, students include unattributed sections of text, graphics and other non-original elements in assignments without realizing that this is not allowed. To avoid such incidents, the program will develop and disseminate a detailed guide for students that includes, among other things, online sites where students can submit drafts of assignments before they are given to the instructor and where sections that are copied from other sources are identified. Violations of Academic Integrity can result in a warning or dismissal from the program.

- **Online course identity verification:** All students in the online instruction offered by CUNY SPS must log in through an LDAP (Lightweight Directory Access Protocol) that uses IDs and passwords to invoke an authentication triangulated against name, date of birth, and social security number. This secure login is a student's only means of access to Blackboard, the course management system. Every action within a course site registers on Blackboard’s extensive tracking features, which track each user in terms of time and duration of any action and part of the site involved, even if there is no posting by the student.

- **Characteristics of online courses at CUNY SPS:** We know from student surveys that students in our online courses average 9 – 12 hours a week in the site of each undergraduate course and 12 -15 hours in each graduate course they take. Much of the time in the site is also time on-task, not just reviewing course content, but contributing...
to discussions, blogs, and wikis. Contrary to the impression that online courses are essentially correspondence courses, interaction among the students and between student and instructor is actually significantly higher (according to a CASE study of CUNY online courses, about three times higher) than in classroom-based courses. Students establish what, in the research literature, is called "social presence" -- a composite impression of their interests, abilities, and "voice" created from their many contributions and transactions. Thus, since every student makes his or her presence known by contributing to the site, all online courses are writing-intensive. Because instructors and students see many samples of individual student’s work weekly, it is considerably harder to cheat in an online course than in a conventional course, and considerably easier to spot any violations of academic integrity. The smaller class sizes – no more than 25 students per class – enhance this effect.

- **Teaching practices and training:** Instructors will be introduced to the program policies with regard to academic integrity when they begin teaching in the program and will be expected to disseminate reminders to their students each semester. Additionally, instructors will be given guidelines on specific ways to structure assignments and tests so that the possibilities for plagiarism and cheating are minimized. For example, with project-based assignments, faculty will require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. The extended submission stream makes it difficult for anyone to serve as a “stand in.” Public course discussion forums provide another device that establishes each student’s narrative voice which is hard for someone else to reproduce. Instructors will routinely use the Safe Assign feature of the Blackboard course management system that compares students’ written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. Faculty will be advised to replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements. When faculty do give exams, the questions will be open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work. Further, test questions will be automatically randomized and time-delimited to prevent cheating.

We are confident that these procedures, taken together, will ensure a program culture in which academic integrity is widely understood and valued, and where violations are minimized and relatively easy to detect. We will continue to monitor the professional literature in this area, so that our efforts are consistent with current best practice.

**Faculty**

The nursing curriculum has been developed by CUNY SPS Nursing faculty in a collaborative fashion. Using the AACN Masters Essentials as a guide, faculty developed the coursework and content relevant to the three areas of nursing being proposed. A chart outlining the program’s congruence with AACN Master’s Essentials is included in the appendix.

As detailed in Table 2: Full-Time Faculty, and Table 3: Part-Time Faculty (in the appendix), the program will start with three full-time faculty (including the Academic Director) as well as a cadre of highly qualified and experienced adjunct instructors. As enrollment increases and courses are rolled out, additional full-time faculty will be hired, as detailed in Table 4: Faculty to be Hired.

**Faculty Development**

Faculty new to teaching online and/or with CUNY SPS are required to attend and pass with a minimum grade of 85% CUNY SPS’ “Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty.”

Provided by CUNY SPS’ Office of Faculty Development and Instructional Technology, this two-week, asynchronous, instructor-facilitated workshop is designed to prepare faculty for teaching online and/or hybrid classes. The workshop models effective design and facilitation skills and addresses design issues, pedagogical approaches to teaching online and hybrid courses, as well as organization and management of an online class. It also provides an opportunity for faculty to become more familiar with the environment of the Blackboard LMS from both a student and instructor perspective. The
total time on task is estimated at an average of 10 hours for participants. There are no face-to-face meetings required, but additional assistance (in person or online) is available.

This foundational workshop has the following objectives, expressed in terms of outcomes for faculty participants:

- To gain first-hand experience in and appreciation of the needs of an online learner;
- To become familiar with the basic operations and features of a Blackboard classroom from both student and instructor perspectives;
- To identify the salient differences and requirements between face-to-face, hybrid and fully online courses;
- To identify some widely accepted best practices for online and hybrid teaching;
- To apply to one’s own course the necessary instructional design, organizational and facilitation skills, and overall communication strategies as modeled in the certification workshop;
- To reflect on past teaching approaches and begin to devise likely strategies for effective assignments and assessments;
- To demonstrate basic competencies in producing the essential elements of an online syllabus and schedule, creating an effective announcement, and providing an ice-breaking introductory topic;
- To design engaging discussion prompts that will result in active discussion and stimulate critical thinking;
- To share ideas concerning online and hybrid teaching with CUNY colleagues within an online community of learners; and
- To become familiar with templates and processes needed in order to be ready to teach online.

CUNY SPS’ Office of Faculty Development and Instructional Technology (OFDIT) also provides online tutorials and resource materials, as well as one-to-one assistance, for CUNY SPS faculty.

An important emphasis in preparing both course developers and trainers is specific strategies for creating and responding to written assignments. The program aims to develop student competence in writing not only in standard academic forms, but also for the purposes they encounter in the professional workplace. A writing handbook will be required for incoming students and used throughout the curriculum. Instructors will learn how to reference sections of the handbook as they are creating writing assignments and later giving feedback to students.

The proposed program will also take advantage of CUNY SPS’ Faculty Peer Mentoring Program (FPMP) for instructors hired to teach in the program online. FPMP is a research-based, formal peer mentoring program, pairing an experienced faculty member with a new CUNY SPS faculty member for the period of one semester. An essential element of this program is that the peer mentor does not serve in any supervisory or evaluation role in relation to his/her mentee. The program, facilitated by OFDIT, is designed to provide new faculty with the appropriate learning models and skills to teach online effectively at CUNY SPS, offer social and informational support for new faculty, strengthen new faculty members’ connections to the online faculty community at CUNY SPS, and to help bridge the gap between initial orientation or training in Blackboard and online teaching and actual management of one’s own online course.

The program features a Mentoring Manual for Mentors and Mentees that provides detailed information on procedures, expectations, and a schedule for each stage of the semester along with suggestions for fostering a rewarding mentoring relationship. All forms and guidelines in the Manual focus on best practices for online teaching and the process of self-reflection to improve one’s teaching.
Cost Assessment

Budget Tables

Budget information is contained in the Appendices as follows:

- Table 5: New Resources
- Table 6: Projected Revenue
- Table 7: Five-Year Financial Projections Worksheet
- Table 8: Five-Year Revenue Projections Worksheet

Support Services and Resources

In delivering resources to students in the MS in degrees in Nursing, CUNY SPS will build on its current infrastructure, which supports dozens of degree and certificate programs as well as a portfolio of noncredit programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new program.

CUNY SPS has advisors who are trained to work with undergraduate and graduate students, and all services, including the registrar, bursar, and financial aid offices — available online and in person — likewise have the capacity to handle the additional students.

5. Academic Advisement: A dedicated advisor for the MS in Nursing will provide advisement from pre-application through registration, completion of degree and graduation. In addition, students receive advisement from faculty teaching their courses and students interact with each other and with faculty throughout the semester. This ongoing contact ensures that there are sufficient informal opportunities to discuss academic issues. Each student is issued a CUNY email account facilitating timely communications among students, instructors, advisors and administrative staff.

6. Instructional Technology: The core educational technology infrastructure is CUNY’s enterprise Blackboard course management system. Blackboard supports the faculty’s requirement to share documents, have group discussions, assign collaborative projects, and respond to individual student questions or assignments.

Students are required to complete an online orientation designed to ensure an applied, experiential knowledge of the learning management system and the highly interactive pedagogy practiced by CUNY SPS online programs.

The CUNY SPS Help Desk is available to help students and faculty with any technology issue that may arise from 9:30am to 9:00pm Monday – Thursday, 9:30am – 5:00pm on Friday, and 9:30am to 4:30pm on Saturday. More than simply addressing problems as they arise, the Help Desk takes a proactive stance towards support by providing constituents with how-to guides and videos, live training, and regular updates on technology changes.

Other support services include admissions, registration, and grade reporting, which are all available online or in-person. Web-based tools, used by well-trained administrative staff, complement this support structure. Everything from admissions and financial aid to course registration and payment is available online. The majority of these services are paid for as part of the School’s general operating budget. Expenses other than personnel include the library, equipment, software and services, marketing, and supplies. The majority of library costs are shared over all CUNY SPS programs. Likewise, a base allocation is provided for equipment, software and services, supplies, and marketing.

7. Library: CUNY SPS partners with Baruch College’s Newman Library to deliver high quality access to online and in-person services. Through this partnership, the Newman Library provides CUNY SPS students and faculty with access
to several hundred online databases and information resources in print and electronic formats. Users have access seven days a week to the library’s on-site computing facilities, as well as remote access from off-campus locations to thousands of full-text journals, newspapers, and books. A Web-based reference service, in which librarians answer questions via “text chat,” is available 24 hours a day, seven days a week. Beyond the Newman Library, CUNY SPS students also have access to other libraries across the CUNY system.

8. Writing Support and Tutoring: Online writing and tutoring support is provided to CUNY SPS students by a consortium of diverse institutions. Students can choose to speak with a tutor through a live interactive Web conference, on the telephone, using text messaging, or via e-mail. Students may ask questions about specific subject areas, or, if they need assistance writing a paper, they may submit a written draft for a tutor to review. Tutors will not edit, correct, proofread, or rewrite papers. They will, however, coach students to consider the clarity of their work, point out inconsistencies in arguments, and identify problems with grammar. Likewise, if students need additional support in math or statistics, they are encouraged to work with a tutor. Should students need help with research projects, they can choose to work with Research and Information Literacy tutors, all of whom are doctoral students at CUNY.

9. Career Services: CUNY SPS’s Career Services Office helps both current students and alumni seek full-time employment, think through a career change, or explore internship opportunities. Additionally, the School is implementing programs to address on-the-job issues, professional development, and career assessment needs. The Career Services Office incorporates a mix of the latest technology and digital communications to offer a host of online tools and workshops that meet the diverse needs of this unique community. In addition to traditional methods of placement counseling, the Optimal Resume online career management program is available. This program provides extensive support for resumes, cover letters, interview practice, portfolios, etc., and places career resources within reach of any students or alumni seeking career assistance.

Evaluation

Governance and Oversight
The Governing Plan of CUNY SPS requires the appointment of the academic director of each degree program to serve on the Governing Council. In addition, each program will have appointed to the Governing Council full-time and consortial faculty elected by and in number equal to 25% of such faculty in each approved degree program who shall also serve for staggered three-year terms. This ensures that each program has representation on the school’s Governing Council.

Program Oversight and Evaluation
Oversight of the program will be led by the Dean of CUNY SPS, the Associate Deans, the Academic Director, and appointed faculty for the program.

Systematic Process to Determine Program effectiveness:
The proposed program will be monitored both internally and externally. The first step will be developing the full curriculum maps of the programs’ learning outcomes and courses (a basic chart of the learning outcomes by course follows). Next, the nursing faculty will create a Masters in Nursing Program Assessment Plan that emphasizes ongoing assessment and evaluation of program learning outcomes and faculty outcomes. This plan will be modeled after the CUNY SPS RN-BS Nursing Program Assessment Plan and structured according to the 2013 CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing programs to ensure that all areas that impact the nursing program are considered. Expected levels of achievement, data sources, and methods of assessment will be identified by faculty to serve as benchmarks when analyzing results. This document will also include data evidence.

The plan will include data derived from outcome evaluation methodologies that are varied and measure student progress and satisfaction throughout the curriculum and after graduation to assess the level of program and student learning outcome achievement. Eportfolios will be used as an additional method to determine student learning outcome attainment. The faculty will determine signature assignments for each course and map these to the program outcomes.
Overseeing the program evaluation is an essential role for the nursing program Academic Director and all faculty members. The Academic and Associate Director will assume responsibility for data collection, organization, and reporting. Faculty meetings (including consortial and adjunct faculty members) will be held to discuss data and potential action responses. Student input will also be elicited through these meetings. Both direct and indirect data will be included in the evaluation process.

The formative and summative data to be collected includes:

- Student course surveys (indicating course, clinical, program, support services satisfaction, as well as self-evaluation of outcome attainment);
- Course grades;
- Semester surveys;
- E Portfolio Signature Assignments;
- Faculty evaluation of clinical experiences;
- Program retention and graduation rates;
- Employer satisfaction;
- Graduate self-evaluation and program satisfaction (Alumni);
- Student and peer evaluation of faculty teaching effectiveness; and,
- Shadow Health cases.

Student learning outcome assessment and evaluation: The course and program data related to student learning outcome attainment will be summarized, analyzed, and discussed at faculty meetings. Faculty members will review these findings in comparison with program outcomes and make recommendations. Aggregated evaluation findings will be used to inform program decision-making and will be incorporated in the Nursing Program Assessment Plan. Discussions of aggregated course and program outcomes data will occur at nursing program meetings which include consortial faculty, adjunct faculty members, CUNY SPS administration, and students.

Instructor Performance: Consistent with the practice of other CUNY SPS programs, the program will track instructor effectiveness closely. For courses taught online, each instructor’s readiness for online teaching will be assessed well before the beginning of each term, and necessary training will be required, both in the areas of pedagogy and use of technology tools. Each new instructor will be assigned an experienced online instructor as a mentor, with the mentor providing close oversight and guidance. In addition to reports from the mentors, each instructor—online or in-person—will have his or her course and teaching practices formally evaluated each term. Additionally, the extent to which students are successful in mastering course-specific objectives will be an important measure of the accomplishments of each instructor.
## Learning Outcomes by Course

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Learning Outcome #

1. Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.
2. Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
3. Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
4. Develop health policies that address local and global population health issues.
5. Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.
6. Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
7. Conduct research; implement evidence-based care; and quantify the impact on quality and safety.
8. Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes, and identify the economic, legal, and political factors that influence health care.
9. Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

NE 1. Ensure program planning and curriculum development is based on a comprehensive assessment of learning theories, styles, and needs of diverse learners.
NE 2. Synthesize pedagogical strategies and best practices in the design, implementation, and evaluation of nursing curricula.
NE 3. Use current and emerging technologies in the education of nursing students, practicing nurses, and faculty to support lifelong learning.
NI 1. Integrate organizational science and informatics theory to make changes in nursing practice.
NI 2. Provide oversight and guidelines in the selection and integration of technologies to document patient care and improve health outcomes.
NI 3. Analyze current and emerging technologies for applications in safety and quality improvement, research and evidence based practice, and nursing education.
NO 1. Analyze how policies impact the structure and financing of health care, nursing organizations, and health outcomes.
NO 2. Advocate and mentor the professional nurse as a member and leader of interprofessional teams.
NO 3. Develop a nursing organization business plan utilizing budgeting, cost-benefit analysis, and marketing principles.

NE = Nursing Education program-specific outcome; NI = Nursing Informatics program-specific outcome; NO = Nursing Organizational Leadership program-specific outcome
## SPS MS Evaluation Plan

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>METHODS</th>
<th>TIMELINE</th>
<th>BENCHMARK</th>
<th>FEEDBACK LOOP</th>
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<tbody>
<tr>
<td><strong>STUDENT LEARNING OUTCOMES &amp; PROGRESSION</strong></td>
<td><strong>DIRECT ASSESSMENT</strong>  &lt;br&gt;  - Student course grades  &lt;br&gt;  - Shadow Health cases  &lt;br&gt;  - Preceptor evaluation of student practicum performance  &lt;br&gt;  - Program annual e Portfolio signature assignment assessment  &lt;br&gt;  - Program retention and graduation rates</td>
<td><strong>Each semester</strong>  &lt;br&gt;  - Each semester (Practicum is taken)  &lt;br&gt;  - Annually (beginning 2nd YR of program)  &lt;br&gt;  - Each semester (beginning 2nd YR of program)</td>
<td><strong>95% achieve GPA of B or higher  (95% progression rate)</strong>  &lt;br&gt;  <strong>100% satisfactory practicum performance</strong>  &lt;br&gt;  <strong>95% student pass rate (100% faculty response rate)</strong>  &lt;br&gt;  <strong>80% graduation rate</strong></td>
<td>Evaluate MS course syllabi to determine congruence with the AACN Essentials. Analyze e Portfolio assessment data to determine program effectiveness and appropriate modifications</td>
</tr>
<tr>
<td><strong>INDIRECT ASSESSMENT</strong>  &lt;br&gt;  - Student self-evaluation** (practicum)  &lt;br&gt;  - Student enrollment  &lt;br&gt;  - Semester survey</td>
<td><strong>Each semester</strong>  &lt;br&gt;  - Each semester  &lt;br&gt;  - Each semester</td>
<td><strong>100% Student update of E-Portfolio</strong>  &lt;br&gt;  <strong>80% student retention</strong>  &lt;br&gt;  <strong>100% response rate</strong></td>
<td><strong>Evaluation and revision of curriculum and course syllabi as indicated by E Portfolio assessment data and MS faculty review</strong></td>
<td><strong>Evaluation and revision of curriculum and course syllabi as indicated by E Portfolio assessment data and MS faculty review</strong></td>
</tr>
<tr>
<td><strong>PROGRAM QUALITY &amp; EFFECTIVENESS</strong></td>
<td><strong>Practicum placement</strong>  &lt;br&gt;  - Graduate self-assessment and program satisfaction survey (alumni)  &lt;br&gt;  - Employer survey</td>
<td><strong>Each semester</strong>  &lt;br&gt;  - Yearly  &lt;br&gt;  - Yearly</td>
<td><strong>100% practicum placement rate</strong>  &lt;br&gt;  <strong>70% graduate response rate</strong>  &lt;br&gt;  <strong>25% response rate</strong></td>
<td><strong>Instructional staff including Interdisciplinary collaboration and faculty support and development plan to be reviewed</strong></td>
</tr>
<tr>
<td><strong>INSTRUCTIONAL STAFF</strong></td>
<td><strong>Student evaluation of instruction (SETE)</strong>  &lt;br&gt;  - Faculty peer review  &lt;br&gt;  - Faculty feedback</td>
<td><strong>Each semester</strong>  &lt;br&gt;  - Each semester  &lt;br&gt;  - Each semester</td>
<td><strong>90% student response rate</strong>  &lt;br&gt;  <strong>100% faculty peer review</strong>  &lt;br&gt;  <strong>100% faculty response rate</strong></td>
<td><strong>Instructional staff including Interdisciplinary collaboration and faculty support and development plan to be reviewed</strong></td>
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Proposal to Establish Graduate Programs in Nursing  
CUNY School of Professional Studies  
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015  
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
External Evaluation

External evaluations have been conducted by:

- Edmund J. Y. Pajarillo, PhD, RN BC, CPHQ, NEA BC, Associate Professor Adelphi University College of Nursing & Public Health Department of Graduate Nursing Studies.
- Maria G. Rosario Sim, EdD, RNC-OB PPCNP-BC, Professor and Director NP Programs, SUNY Downstate Medical Center College of Nursing.

Full evaluations are included in the appendix.
## Congruence with AACN Master's Essentials

(For the program designation: Core = core MS course; NE = Nursing Education; NOL=Nursing Organizational Leadership; NI=Nursing Informatics)

<table>
<thead>
<tr>
<th>AACN Essential</th>
<th>Program Learning Outcome</th>
<th>Course</th>
<th>Program Designation</th>
</tr>
</thead>
</table>
| Essential I: Background for Practice from Sciences and Humanities | Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations. | - PSY 625 Advanced Statistics  
- Advance Practice Pathophysiology  
- Advance Practice Pharmacology  
- Advance Practice Population- Focused Health Assessment | All are core MS courses |
| Essential II: Organizational and Systems Leadership  | Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care. | - Nursing Theory and Role Development  
- Policy and Ethics in Nursing  
- Healthcare Finance and Management  
- Nursing Quality and Safety Strategic Planning  
- Transformative Nursing Leadership in Community and Health Care Organizations | Core  
Core  
Core  
NOL |
| Essential III: Quality Improvement and Safety       | Conduct research; implement evidenced-based care; and quantify the impact on quality and safety. | - Advance Practice Population- Focused Health Assessment  
- Nursing Quality and Safety Strategic Planning  
- Transformative Nursing Leadership in Community and Health Care Organizations | Core  
NOL  
NOL |
| Essential IV: Translating and Integrating Scholarship into Practice | Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application. | - PSY 630 Advanced Research methods  
- Nursing Quality and Safety Strategic Planning  
- Transformative Nursing Leadership in Community and Health Care Organizations  
- Measurement and Evaluation in Nursing Education  
- Nursing Curriculum Development and Program Planning  
- Pedagogical Strategies and Best Practices in Nursing Education | Core  
NOL  
NOL  
NE  
NE  
NE |
| Essential V: Informatics and Healthcare Technologies | Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes | - Advanced Nursing Informatics  
- Healthcare Database Design for Quality Patient Outcomes  
- Assessment of Nursing and Clinical Information Systems  
- Nursing Informatics Applications: Education, Research, Quality Management, Patient Care and Evidence- based practice | Core  
NI  
NI  
NI |
| Essential VI: Health Policy and Advocacy             | Develop health policies that address local and global population health issues.            | - Policy and Ethics in Nursing  
- Healthcare Finance and Management  
- Nursing Quality and Safety Strategic Planning  
- Transformative Nursing Leadership in Community and Health Care Organizations | Core  
Core  
NOL  
NOL |
| Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes | Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion. | • Nursing Theory and Role Development  
• Policy and Ethics in Nursing  
• Nursing Quality and Safety Strategic Planning  
• Transformative Nursing Leadership in Community and Healthcare Organizations | • Core  
• Core  
• NOL  
• NOL |
| --- | --- | --- | --- |
| Essential VIII: Clinical Prevention and Population Health for Improving Health | Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.  
Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies. | • Advance Practice Population- Focused Health Assessment  
• Leading and Managing Health Care Disparities and Underserved Populations  
• Nursing Quality and Safety Strategic Planning  
• Transformative Nursing Leadership in Community and Healthcare Organizations  
• Nursing Informatics Applications: Education, Research, Quality Management, Patient Care and Evidence-based practice | • Core  
• NOL  
• NOL  
• NOL  
• NI |
| Essential IX: Master's-Level Nursing Practice | Demonstrate program planning and curriculum development is based on a comprehensive assessment of learning theories, styles, and needs of diverse learners.  
Synthesize pedagogical strategies and best practices in the design, implementation, and evaluation of nursing curricula.  
Use current and emerging technologies in the education of nursing students, practicing nurses, and faculty to support lifelong learning. | • Measurement and Evaluation in Nursing Education  
• Nursing Curriculum Development and Program Planning  
• Pedagogical Strategies and Best Practices in Nursing Education  
• Nursing Education Practicum | • NE  
• NE  
• NE  
• NE |
| Essential IX: Master's-Level Nursing Practice | Integrate organizational science and informatics theory to make changes in nursing practice.  
Provide oversight and guidance in the selection and integration of technologies to document patient care and improve health outcomes.  
Analyze current and emerging technologies for applications in safety and quality improvement, research and evidence-based practice, and nursing education. | • Healthcare Database Design for Quality Patient Outcomes  
• Assessment of Nursing and Clinical Information Systems  
• Nursing Informatics Applications: Education, Research, Quality Management, Patient Care and Evidence-based practice  
• Nursing Informatics Practicum | • NI  
• NI  
• NI  
• NI |
| Essential IX: Master's-Level Nursing Practice | Analyze how policies impact the structure and financing of health care, nursing organizations, and health outcomes. Advocate and mentor the professional nurse as a member and leader of interprofessional teams. Develop a nursing organization business plan utilizing budgeting, cost-benefit analysis, and marketing principles. | • Leading and Managing Health Care Disparities and Underserved Populations  
• Nursing Quality and Safety Strategic Planning  
• Transformative Nursing Leadership in Community and Healthcare Organizations  
• Nursing Organizational Leadership Practicum | • NOL  
• NOL  
• NOL  
• NOL |
Course Syllabi
Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies

Program: Nursing: MS, BS-MS
Course Name and Number: NURS 600 - Policy and Ethics in Nursing
Credits: 3 credits
Prerequisite: None

Course Description:
This course explores nursing and public policy formation in relation to healthcare systems organization, financing, regulation, ethics, and delivery of services within a global society. Political structures and social forces that shape advanced practice nursing and healthcare delivery will be examined. The need to understand healthcare policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy will be emphasized. Ethics related to the use of social media, technology, and diverse cultures and lifestyles as well as the advocacy role of nurses in critical decision-making will be discussed.

Course Learning Outcomes:
At the end of this course, students will be able to:
1. Analyze nursing’s role in how political advocacy impacts nurses and the health of the public.
2. Describe the role of nurses in policy advocacy and politics in relation to population health outcomes.
3. Apply the concepts of health policy to select case studies
4. Interpret the role of key stakeholders in the formulation, implementation and evaluation of health policies
5. Explain Nursing’s role as an advocate in leading change to improve population health issues
6. Explore ethical issues related to technology, social media use, and diverse cultures and lifestyles.
7. Analyze strategies to support the nursing role in shaping healthcare policy.
8. Assess nursing practice issues in relation to ethical decision making and population cultural determinants that may influence the delivery and effectiveness of health care.

Program Learning Outcomes/Competencies addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.
(2) Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(4) Develop health policies that address local and global population health issues.
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Instructor Contact Information:
Name:
Email:
Phone:
Office hours: As needed by email or phone
- Assignments will be graded and returned within 14 days of submission of the assignment.
- The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
- The instructor accesses and reviews the discussion boards frequently.
**How this online course will work:** This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments.

**Students will be required to:**
- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
- Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
- Check SPS email at minimum 3 times per week for important information and updates.

**Required Texts:**

<table>
<thead>
<tr>
<th>Course Grading and Requirements:</th>
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<tr>
<td><strong>Discussion Board Participation</strong></td>
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<td><strong>Assignments</strong></td>
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<td>Case Study Analysis</td>
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<td>Legislator letter and policy brief</td>
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<tr>
<td>Ethical issue solution</td>
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<tr>
<td>Analysis Nursing Organization</td>
<td><strong>20%</strong></td>
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**Discussion Board Questions:** The Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.

**Written Assignments**
You are required to complete four written assignments. The written assignments are on a variety of topics associated with the course modules.

**Assignment # 1: Case Study Analysis** - The first written assignment is an analysis of case studies focused on in the course textbook.

**Assignment # 2: Legislator letter and policy brief** – Compose a focused, targeted letter to a specific local population that clearly addresses a health issue in your community. The policy brief should include incidence, at-risk populations, treatment availability, and how legislation can improve the issue.
Assignment #3: Ethical issue solution – Select a specific ethical nursing practice issue, explain why it is an ethical issue, what are two contrasting views regarding the issue; and specifically how it should be addressed.

Assignment #4: Analysis Nursing Organization- Select a specific nursing professional organization; review its mission, goals, activities, members. Analyze if it is achieving its mission/ goals; what other activities should be added; how these will benefit the members and attain goals.

Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
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<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
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<td>A-</td>
<td>90 - 92.9</td>
<td>3.7</td>
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<tr>
<td>Good - work is of above average quality</td>
<td>B+</td>
<td>87 - 89.9</td>
<td>3.3</td>
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<td>B</td>
<td>83 - 86.9</td>
<td>3</td>
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<tr>
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<td>B-</td>
<td>80 - 82.9</td>
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<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>77 - 79.9</td>
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<td>C</td>
<td>73 - 76.9</td>
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<tr>
<td>Failure</td>
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<td>&lt; 60</td>
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Progression and Retention in the Nursing Program
A minimum grade of “B” is required in all courses in the Nursing major. Students earning less than a “B” grade in a Nursing course may repeat the course one time and must attain a grade of “B” or better. A second earned grade of less than “B” in any Nursing Program Course will result in dismissal from the program.

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see: http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students’ personal and intellectual growth. Please see: http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
# Course Outline

PLO=Program Learning Outcome  CLO=Course Learning Outcome  
*Articles available on e-Reserve at the Neman Library

<table>
<thead>
<tr>
<th>Week/ Date</th>
<th>Discussion Topics</th>
<th>PLO</th>
<th>CLO</th>
<th>Lectures/Readings/Resources</th>
<th>Learning Activity/ Assignments</th>
<th>Outcome Evaluation</th>
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</thead>
</table>
| Week 1     | A Historical Perspective on Policy, Politics and Nursing | 1, 2 | 1, 2 | Nickitas, D. M., Aries, N., and Middaugh, D. J. (2016) *Policy and Politics for Nurses and Other Health Professionals* Chapter 1  
ANA Social Policy Statement | DB: Nursing’s advocacy history          | DB grading rubric              |
| Week 2     | Fundamentals of the policy process         | 2, 3, 6 | 1, 2, 3 | Nickitas, D. M., Aries, N., and Middaugh, D. J. (2016) *Policy and Politics for Nurses and Other Health Professionals* Chapter 2  
| Week 3     | Advocacy for changes in the nursing profession | 4, 6, 8 | 2, 3, 4, 5 | Nickitas, D. M., Aries, N., and Middaugh, D. J. (2016) *Policy and Politics for Nurses and Other Health Professionals* Chapter 3  
NLN Public Policy Advocacy Toolkit  
(http://www.nln.org/professional-development-programs/teaching-resources/toolkits/advocacy-teaching/toolkit-introduction)  
NLN Public policy agenda:  
New York State Nurses Association political action:  
[http://www.nysna.org/our-campaigns/political-action#.Ve8-Rkb08YAy](http://www.nysna.org/our-campaigns/political-action#.Ve8-Rkb08YAy) | Assignment # 1: Answer Text Case study questions (Choose either Margaret Sanger or Efforts to Pass Advanced Practice Nurse legislation) | DB grading rubric          |
| Week 4     | The health labor force and the distribution of power and influence | 3, 6, 8 | 5, 6, 7 | Nickitas, D. M., Aries, N., and Middaugh, D. J. (2016) *Policy and Politics for Nurses and Other Health Professionals* Chapter 4  
The Future of Nursing: Leading Change, Advancing | DB: Current NYS health policy issues. | DB grading rubric          |
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| Week 5 | Communicating policy needs, actions, and outcomes to stakeholders | 1, 2 | 1, 5, 6, 7 | Nickitas, D. M., Aries, N., and Middaugh, D. J. (2016) *Policy and Politics for Nurses and Other Health Professionals* Chapter 5  
Fraser (2011) *The Nurse’s Social Media Advantage*  
ANA Nursing Legislative Issues and Trends (http://www.nursingworld.org/StateLegislativeAgendaReports.aspx) | DB: Effectiveness of nurse lobbyists | DB grading rubric |
|---|---|---|---|---|---|
| Week 6 | Nursing role on Boards and in government | 3, 4, 8 | 3, 4, 6, 7 | Influence and Lobbying – Center for Responsive Politics (https://www.opensecrets.org/)  
Workplace Violence Case Study  
| Week 7 | An Overview of Legislation and Regulation | 3, 4, 8 | 3, 4, 6, 7 | Policy making process: agenda setting  
Legislation and regulation  
Implementation  
Evaluation  
Web sites: To find your U.S. senators go to www.senate.gov; to find your representatives go to www.house.gov. You can also call the U.S. Capitol switchboard operator at (202) 224-3121 for the Senate and (202) 225-3121 for the House. | Assignment #2: Letter To Legislator & Policy Brief  
DB: Nursing organization political efforts | DB grading rubric |
<p>| Week 8 | Patient Engagement and Public Policy: Emerging New Paradigms and Roles | 4, 8, 9 | 2, 3, 4, 5, 6, 7, 8 | Nickitas, D. M., Aries, N., and Middaugh, D. J. (2016) <em>Policy and Politics for Nurses and Other Health Professionals</em> Chapter 6 | DB: Patient engagement and policy change | DB grading rubric |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>References</th>
<th>Assignments</th>
<th>DB</th>
<th>DB grading rubric</th>
</tr>
</thead>
</table>
## Proposal to Establish Graduate Programs in Nursing

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>References</th>
</tr>
</thead>
</table>
| Week 15 | Interest Groups in Health Care Policy and Politics | 1, 2, 3, 4, 8, 8, 9 | 8 | Naylor, M.D. and Kurtzman, E.T. (2010) The Role of Nurse Practitioners in Reinventing Primary Care (http://content.healthaffairs.org/content/29/5/893.full.pdf+)

WHO: Framework for Action on Interprofessional Education and Collaborative Practice (http://www.who.int/hrh/resources/framework_action/en/)

CUNY School of Professional Studies

Program: Nursing: MS, BS-MS  
Course Name and Number: NURS 601 - Nursing Theory and Role Development  
Credits: 3 credits  
Prerequisite(s): None

Course Description:
This course provides the student with the opportunity to examine the nature of scientific explanation and inquiry, including historical evolution of knowledge in nursing science, and deductive and inductive approaches to theory development. The emphasis is on the critical evaluation of extant theories, concepts and models, including testability and utility. The focus is on the present state of theory development and role development in nursing with exploration of future directions.

Course Learning Outcomes:
By the end of the course, students should be able to:
1. Discuss the role of knowledge development in the evolution of the discipline of nursing, nursing science, and advanced nursing practice;
2. Differentiate the components, structure and development of theories/models;
3. Discuss the use of theory in evidence-based practice, ethical decision-making, and research;
4. Examine evidence from practice to develop and refine theoretical perspectives;
5. Utilize critical thinking skills in the application of theories/models in a variety of clinical environments;
6. Apply an appropriate middle-range theory to a health care delivery situation in advanced practice, research, education or administration;
7. Examine the role transition of the BS-MS prepared nurse.

Program Learning Outcomes addressed by the course:
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(7) Conduct research; implement evidence-based care; and quantify the impact on quality and safety.
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of healthcare for diverse populations.

Instructor Contact Information:
Name:  
Email:  
Phone:  
Office hours: As needed by email or phone
- Assignments will be graded and returned within 14 days of submission of the assignment.
- The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
- The instructor accesses and reviews the discussion boards frequently.

How this online course will work: This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments.

Students will be required to:
- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
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- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
- Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
- Check SPS email at minimum 3 times per week for important information and updates.

**Course Grading and Requirements:**

<table>
<thead>
<tr>
<th>Discussion Board Participation</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>Reflective writing assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Power Point Presentation on Theory or Model</td>
<td>20%</td>
</tr>
<tr>
<td>Concept Analysis Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Theory Application to Practice Paper</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Discussion Board Questions:** The Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.

**Assignments:**

**Reflective Writing Assignment (10%):** The reflective writing journal assignments will be graded based on answers to all the questions that are posted on blackboard and other content that is proposed to you for discussion on the weekly assignments. There are not reflective writing assignments for all weeks. Only the faculty will view and review your reflective writing content. Grading criteria for this assignment can be found on blackboard in the rubric section. See rubric for reflective writing assignment.

**Power point presentation on Theory or Model (20%):** Students will select a theory or model in nursing. The presentation is to include a description, analysis, application, and evaluation of the theory or model. The presentation should be no longer than 20 minutes in length if you were to present this in class. Guidelines for this presentation can be found in the assignment section on blackboard. Grading criteria for this presentation can be found in the rubric section on blackboard.

**Concept Analysis Paper (20%):** The purpose of this paper is to analyze a concept relevant to advanced nursing practice. Select a concept from your readings and develop a concept analysis. See the assignment section on blackboard for instructions on the format of the paper. See rubric on blackboard for grading criteria for the concept analysis paper.

**Theory Application to Practice Paper (25%):** Utilizing a selected theory, the student is expected to apply this theory to patient health care delivery situations in advanced practice, research, education or administration. Examples of the theory’s application and utilization in practice should be incorporated. See the assignment section on blackboard for instructions on the format of the paper. See rubric on blackboard for grading criteria for the theory application to practice paper.
Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93-100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90-92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Good - work is of above average quality</td>
<td>B+</td>
<td>87-89.9</td>
<td>3.3</td>
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<tr>
<td></td>
<td>B</td>
<td>83-86.9</td>
<td>3</td>
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<tr>
<td></td>
<td>B-</td>
<td>80-82.9</td>
<td>2.7</td>
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<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>77-79.9</td>
<td>2.3</td>
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<td></td>
<td>C</td>
<td>73-76.9</td>
<td>2</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 60</td>
<td>0</td>
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</tbody>
</table>

Progression and Retention in the Nursing Program

A minimum grade of “B” is required in all courses in the Nursing major. Students earning less than a “B” grade in a Nursing course may repeat the course one time and must attain a grade of “B” or better. A second earned grade of less than “B” in any Nursing Program Course will result in dismissal from the program.

Required Text:

Recommended Texts

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see:
http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see:
http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services:
http://sps.cuny.edu/student_resources/
### Course Outline

PLO=Program Learning Outcome  CLO=Course Learning Outcome

*Articles available on e-Reserve at the Neman Library

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Discussion Topics</th>
<th>PLO</th>
<th>CLO</th>
<th>Lectures/Readings/Resources</th>
<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
</table>
| Week 1    | Philosophy & evolution of Nursing Science | 9,10 | 1   | **Videos:**
Course Introduction –see weekly schedule  
**PPTS:** Philosophy & evolution of Nursing Science

**Readings**

Text-Butts & Rich Chapter 1 & 2

**Articles:**


<table>
<thead>
<tr>
<th></th>
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<th>Introduction to classmates</th>
<th>DB rubric Reflective Writing Rubric</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Reflective Writing Journal</td>
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<td>DB topic: Nursing Science</td>
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<td>DB Topic: Practical application of theory</td>
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</table>

| Week 2    | Theory in Practice | 7,9,10 | 2,3,4,5 | **PPTS:** Theory in Practice  
**Readings:** Text-Butts & Rich Chapter 3, 4 & 5

**Articles:**


Krinsky, R.; Murillo, I.; Johnson, J. (2014). A practical application of Katharine Kolcaba’s comfort theory to cardiac
| Week 3 | Complexity & Emancipatory Science | 7,9,10 | 1, 2 | PPTS: Complexity & Emancipatory Science  
Readings: Text-Butts & Rich Chapter 6 & 7  
*Articles:  
Websites:  
PlexusInstitute.org: The future of nursing: Leading change, advancing health (PowerPoint Presentation) |
|---|---|---|---|---|
| Week 4 | Theory & Ethics | 7,9 | 3 | PPTS: Theory & Ethics  
Readings: Text-Butts & Rich Chapter 8 & 9  
*Articles:  
Websites:  
www.nursingworld.org/ethics/positionstatements/ (AN A Position Statements on Ethics and Human Rights) |

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| Week 5 | Educational & Health Behavior Theory | 7,9,10 | 3,4,5 | PPTS: Educational & Health Behavior Theory  
*Readings: Text-Butts & Rich Chapter 10 & 11
*Articles  
*Websites:  
www.currentnursing.com/nursing_theory/health_belief-model.html (Health Belief Model)  
| DB Topic: Learning & Health Behavior Theories | DB rubric |
|---|---|---|---|---|
| Week 6 | Relationship & Environmental Theories | 3,7,9,10 | 3,4,5 | PPTS: Relationship & Environmental Theories  
*Readings: Text-Butts & Rich Chapter 12 & 13
*Articles:  
*Websites:  
www.currentnursing.com/nursing_theory_application_interpersonal_theory_nursing_practice.html (Peplau: Application of Interpersonal Theory in Nursing Practice)  
| DB Topic: Environmental & interpersonal theories | DB rubric |
| Week 7 | Economic/Organizational Theory & Quality Improvement | 3,7,9,10 | 3,4,5 | PPTS: Economic/Organizational Theory & Quality Improvement  
*Readings: Text-Butts & Rich Chapter 14,15 & 16
*Articles:  
| DB Topic: Organizational theory & implications for practice | DB rubric |
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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Nursing goals &amp; functions (models &amp; theories)</td>
<td><strong>PPTS:</strong> Nursing Goals &amp; Functions: Models &amp; Theories</td>
<td><a href="http://www.ncbi.nlm.nih.gov/books/NBK2682/">http://www.ncbi.nlm.nih.gov/books/NBK2682/</a> (Tools and Strategies for Quality Improvement in Patient Safety)</td>
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<td><strong>Readings:</strong> Text-Butts &amp; Rich Chapter 17</td>
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<td><strong>Websites:</strong></td>
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<td><a href="http://www.jointcommission.org/assets/1/18/WP_Leadership_Standards.pdf">http://www.jointcommission.org/assets/1/18/WP_Leadership_Standards.pdf</a> (Leadership in Healthcare Organizations: A guide to joint commission leadership standards)</td>
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<td><strong>DB Topic:</strong> Joint Commission Leadership Standards</td>
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<tr>
<td>9</td>
<td>Systems Approach (models &amp; theories)</td>
<td><strong>PPTS:</strong> Systems Approach: Models &amp; Theories</td>
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<td><strong>Readings:</strong> Text-Butts &amp; Rich Chapter 18</td>
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<td><strong>Articles:</strong></td>
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<td><strong>DB Topic:</strong> Systems theory &amp; practice</td>
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<td>10</td>
<td>Human Existence &amp; Universal Energy (models &amp; theories)</td>
<td><strong>PPTS:</strong> Human Existence &amp; Universal Energy: Models &amp; Theories</td>
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<td><strong>Readings:</strong> Text-Butts &amp; Rich Chapter 19</td>
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<td><strong>Websites:</strong></td>
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<td><a href="http://currentnursing.com/nursing_theory/unitary_human_beings">http://currentnursing.com/nursing_theory/unitary_human_beings</a></td>
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<td><strong>DB Topic:</strong> Science of Unitary Human Beings</td>
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</tbody>
</table>
| Week 11 | Competencies & Skills (models & theories) | 3, 7, 9, 10 | 2, 3, 4, 5, 6 | **PPTS:** Competencies & Skills: Models & Theories  
**Readings:** Text-Butts & Rich Chapter 20  
**Websites:** http://nursing.fau.edu/uploads/docs/358/nursing_leadership_model2.pdf (The Nursing Leadership Institute Competency Model)  
|---|---|---|---|---|---|
| Week 12 | Caring Theories | 3, 7, 9, 10 | 3, 4, 5, 6 | **PPTS:** Caring Theories  
**Readings:** Text-Butts & Rich Chapter 21  
**Articles:**  
**Websites:** Watsoncaringscience.org/about-us/caring-science-definitions-processes-theory/ (Watson Caring Science Institute: Caring Science Theory & Research) | **DB Topic:** Caring theory & practice | DB Rubric |
| Week 13 | Role Development Of the Masters prepared nurse | 3 | 1, 7 | **PPTS:** Masters Education Influence on Practice  
**Readings:**  
**Articles:**  
| Week 14 | Role Development: The Advanced Practice Nurse | 3 | 1,7 | PPTS: Advanced Nursing Practice  
Readings:  
*Articles*  
|---|---|---|---|---|---|
| Week 15 | Theory Testing & Evaluation (Advanced Nursing Practice-theory as evidence) | 3,7,9, 10 | 1,3,4,5, 6,7 | PPTS: Theory Testing & Evaluation : Advanced Nursing Practice: Theory as Evidence  
Readings: Text-Butts & Rich Chapter 24 & 25  
*Articles:*  
Websites:  
http://www.currentnursing.com/nursing_theory_/application_nursing_theories.html (Nursing Theories: Application of Theory in Nursing Process) | No Discussion Board Reflections: Post your reflections on your experience in this class in the discussion board area  
**Assignment Due**  
Application of Theory to Practice | See Application of theory to practice assignment rubric |
CUNY School of Professional Studies

Program: Nursing: MS, BS-MS
Course Name and Number: NURS 602 - Healthcare Finance and Management
Credits: 3 credits
Prerequisite: None

Course Description:
This course provides an introduction to basic financial and accounting concepts related to healthcare management. Planning, budgeting, analyzing financial statements and balance sheets will be discussed from the perspective of the impact on patient populations, units, and organizations within the nurse manager’s role. Additionally, compliance with regulatory standards and third party reimbursement issues and the impact of the SCOTUS decision and the Affordable Care Act will be addressed.

Course Learning Outcomes:
1. Define the responsibilities of nurses and nurse leaders related to the financial performance of an organization.
2. Discuss the financial structure and market forces in the health care system.
3. Evaluate tools used to develop and monitor workload measures.
4. Discuss relevant accounting principles and the budgeting process.
5. Differentiate between capital and operating budgets.
6. Analyze the financial impact on quality and safety.
7. Utilize financial statements to assess the financial health of an organization.
8. Identify terms and concepts associated with techniques of financial control, cost control, capital project management, and management control for health services administrators
9. Utilize financial tools and methodologies employed across the health care industry such as benefit/cost and cost effectiveness analysis, and ratio analysis.
10. Critically evaluate alternative techniques for financial management in health services administration

Program Learning Outcomes/Competencies addressed by the course:
(1)Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion
(3)Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(4)Develop health policies that address local and global population health issues.
(8)Demonstrate an understanding of how health care delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
(9)Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Instructor Contact Information:
Name:
Email:
Phone:
Office hours: As needed by email or phone
• Assignments will be graded and returned within 14 days of submission of the assignment.
• The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
• The instructor accesses and reviews the discussion boards frequently.

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Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments.

**Students will be required to:**
- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
- Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
- Check SPS email at minimum 3 times per week for important information and updates.

**Required Texts:**

**Course Grading and Requirements:**

<table>
<thead>
<tr>
<th>Discussion Board Participation</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Literature Review analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Exam one</td>
<td>15%</td>
</tr>
<tr>
<td>Exam two</td>
<td>15%</td>
</tr>
<tr>
<td>Nursing organization budget analysis</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
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</tbody>
</table>

**Discussion Board Questions:** The Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.

**Examinations:** There will be two exams that cover essential content from the course.

**Written Assignments**

**Assignment # 1: Literature Review Analysis**
Perform a literature search of recent (within five years) published nursing articles focused on finances/ costs related to nursing care. Analyze these article in terms of utility for a nurse manager in providing quality patient care.

**Assignment # 2: Nursing Organization Budget Analysis**
Analyze the nursing organization budget provided in terms of unit and capital budgets; staffing costs; revenue streams. Identify missing components and other additions.
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CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
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<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
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<tr>
<td></td>
<td>A-</td>
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<td>3.7</td>
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<tr>
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<td>3</td>
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</tr>
<tr>
<td></td>
<td>C</td>
<td>73 - 76.9</td>
<td>2</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 60</td>
<td>0</td>
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</table>

Progression and Retention in the Nursing Program
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### Course Outline

PLO=Program Learning Outcome  CLO=Course Learning Outcome  
*Articles available on e-Reserve at the Neman Library*

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Discussion Topics</th>
<th>PLO</th>
<th>CLO</th>
<th>Lectures/Readings/Resources</th>
<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
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<tr>
<td></td>
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<td></td>
<td>Brannagan, Kim (2012) Enhancing Online Finance Education for Non-Financial Managers. <em>Journal of Online Learning and Teaching:</em> <a href="https://scholar.google.com/scholar?q=Brannagan,+Kim+%282012%29+Enhancing+Online+Finance+Education+for+Non-Financial+Managers&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholart&amp;sa=X&amp;ved=0CDEQgQMwAGoVChMIuvRxd2PyAILhs6ACHQ_wV9">https://scholar.google.com/scholar?q=Brannagan,+Kim+%282012%29+Enhancing+Online+Finance+Education+for+Non-Financial+Managers&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholart&amp;sa=X&amp;ved=0CDEQgQMwAGoVChMIuvRxd2PyAILhs6ACHQ_wV9</a></td>
<td>DB: Unit-based financial issues</td>
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<td>Week 5</td>
<td>Communication, shared purpose and collaboration across departments</td>
<td>1</td>
<td>1, 2</td>
<td>Dunham-Taylor, J &amp; Pinczuk, J. (2015). <em>Financial Management for Nurse Managers: Merging the Heart with the Dollar</em> Chapter Three</td>
<td>DB: “triple aim” initiative of the Institute for Healthcare Improvement (population health; increased quality; reduction in health care cost per capita)</td>
<td>DB grading rubric</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Pages</td>
<td>References</td>
<td>Assignments</td>
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<tr>
<td></td>
<td>Week 12 Patient Classification</td>
<td>3, 8, 9, 6, 7</td>
<td>Dunham-Taylor, J &amp; Pinczuk, J. (2015). <em>Financial Management for Nurse Managers: Merging the Heart with the Dollar</em> Chapter</td>
<td>DB: DRG impact</td>
<td>DB grading rubric</td>
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Proposal to Establish Graduate Programs in Nursing  
CUNY School of Professional Studies  
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015  
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68
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapters</th>
<th>Reading Material</th>
<th>Exam #2</th>
<th>Notes</th>
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<td>healthcare costs</td>
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<td></td>
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<td>5, 6, 7, 8, 9</td>
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<td></td>
<td>Third party reimbursement</td>
<td></td>
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<td></td>
<td>Grants</td>
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<tr>
<td></td>
<td>Other revenue sources</td>
<td></td>
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<tr>
<td></td>
<td>Regulatory requirements</td>
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</table>
CUNY School of Professional Studies

Program: Nursing Education
Course Name and Number: NURS 610 - Nursing Curriculum and Program Planning
Credits: 3 credits
Prerequisite: NURS 601

Course Description:
This course is an exploration of the theories and procedures of educational program and course development applied to nursing education. The course includes philosophical values, educational concepts, and theories of learning used to link nursing education to standards of nursing practice. This course will guide students to develop curriculum plans congruent with healthcare needs and accreditation standards. Additionally, curriculum development of continuing education programs, projects, capstones, etc., which are becoming more and more integral in the education and molding of a nurse educator, will be explored.

Course Learning Outcomes:
1. Examine the historical and philosophical foundations of nursing education curricula
2. Analyze selected theories and concepts in education and nursing for their applicability to curriculum design.
3. Develop a personal philosophy of education.
4. Examine various curricular designs and program evaluation approaches.
5. Analyze the impact of socio-political, cultural, technological and environmental factors on curriculum development and evaluation.
6. Apply selected theories to the curriculum development process in the design of a selected curriculum component.
7. Critically analyze current educational and nursing research for implications on curriculum development of continuing education as well as traditional nursing education programs.
8. Propose strategies to engage faculty in curriculum development/revision.

Program Learning Outcomes/Competencies addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion
(2) Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(4) Develop health policies that address local and global population health issues.
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidenced-based care; and quantify the impact on quality and safety
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:
Nursing Education:
1. Demonstrate program planning and curriculum development is based on a comprehensive assessment of learning theories, styles, and needs of diverse learners.
2. Synthesize pedagogical strategies and best practices in the design, implementation, and evaluation of nursing curricula.
3. Use current and emerging technologies in the education of nursing students, practicing nurses, and faculty to support lifelong learning.
Instructor Contact Information:
Name: 
Email: 
Phone: 
Office hours: As needed by email or phone
- Assignments will be graded and returned within 14 days of submission of the assignment.
- The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
- The instructor accesses and reviews the discussion boards frequently.

How this online course will work: This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments

Students will be required to:
- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
- Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
- Check SPS email at minimum 3 times per week for important information and updates.

Required Texts:

Course Grading and Requirements:

<table>
<thead>
<tr>
<th>Discussion Board Participation</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
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<tr>
<td>Philosophy of Education</td>
<td>20%</td>
</tr>
<tr>
<td>Program Outcome Development</td>
<td>25%</td>
</tr>
<tr>
<td>Curriculum content plan</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Discussion Board Questions: The Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.
Written Assignments

**Philosophy of education**: Include beliefs about concepts of Education, Nursing, Persons, Society/Environment and Health so that it provides a framework for the curriculum. It will also determine curriculum format, content, teaching approaches.

**Program outcomes**: Using your philosophy of education develop 6-10 measurable outcomes for the program curriculum. Program outcomes should be measurable descriptions of graduate competencies.

**Curriculum content plan**: Identify 6-10 core nursing courses, and 3-6 core general education/support courses. Include a brief description of each course including credits and any pre- or co-requisite courses.

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</tr>
</thead>
</table>
| Week 1    | History nursing education Curriculum development stakeholders | 1, 2, 3 | 7 | Iwasiw, C. & Goldenberg, D. (2015) Curriculum Development in Nursing Education. Chapters 1, 2, 3, 5  
Stull, A & Harper, MG (2012) Building an educational model that promotes competence through innovation. Nursing Education Perspectives 33 (6), 413-415. | DB: Case study questions Chapter 3 page 60 | DB grading rubric |
| Week 2    | Professional Nursing Organization Standards: NYS SED CCNE ACEN NLN | 1, 2, 3, 4 NE 1, 2, 3 | 1, 5, 7 | American Association of Colleges in Nursing. (2008) The Essentials of baccalaureate education for professional nursing practice. Washington, DC  
American Association of Colleges in Nursing Masters Education in Nursing and Areas of Practice: retrieved from: http://www.aacn.nche.edu/faculty/faculty-tool-kits/masters-essentials/areas-of-practice  
National League for Nursing: Competencies for graduates of nursing programs | DB: Professional nursing organization goals | DB grading rubric |
| Week 3    | Clinical practice standards Role competencies | 1, 2, 3, 4 NE 1, 2, 3 | 1, 4, 5, 7 | American Nurses Association (2010) Nursing: Scope and Standards of Practice. http://www.nursingworld.org/nursingstandards  
QSEN competencies: http://qsen.org/competencies/ | DB: QSEN competencies | DB grading rubric |
| Week 4    | Curricular designs | 1, 2, 3, 4 NE 1, 2, 3 | 2 | Iwasiw, C. & Goldenberg, D. (2015) Curriculum Development in Nursing Education. Chapters 1, 8  
<p>| Week 5    | Philosophy of education | 1, 2, 3, 4 | 2, 3 | Iwasiw, C. &amp; Goldenberg, D. (2015) Curriculum Development in Nursing Education. Chapter 10 | Assignment: # 1 Develop your | DB grading rubric |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Sections</th>
<th>Authors</th>
<th>Course Materials</th>
<th>Grading Rubric</th>
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<td></td>
<td>2, 6</td>
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<td>Week 8</td>
<td>Program Learning outcomes</td>
<td>1, 2, 3</td>
<td>Iwasiw, C. &amp; Goldenberg, D. (2015) Curriculum Development in Nursing Education. Chapter 8, 11</td>
<td>Assignment #2: Program Outcome development</td>
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<td>4, 7, 8</td>
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<td>Week 9</td>
<td>Faculty abilities/ Faculty development needs</td>
<td>1, 2, 3</td>
<td>Iwasiw, C. &amp; Goldenberg, D. (2015) Curriculum Development in Nursing Education. Chapter 5</td>
<td>DB: Faculty development</td>
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<td></td>
<td></td>
<td>6, 7 8</td>
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<td>2, 6</td>
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<td>Curriculum components/content</td>
<td>1, 2, 3, 6, 7 NE 1, 2, 3</td>
<td>6, 7</td>
<td>Iwasiw, C. &amp; Goldenberg, D. (2015) Curriculum Development in Nursing Education. Chapters 12, 13</td>
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<td>Week 12</td>
<td>Media/ technology in the curriculum</td>
<td>3, 7, 9 NE 3</td>
<td>2, 6, 7</td>
<td>Iwasiw, C. &amp; Goldenberg, D. (2015) Curriculum Development in Nursing Education. Chapter 16</td>
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<td>DB: Academic integrity policy development</td>
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<td>DB grading rubric</td>
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<td>Week 14</td>
<td>Curriculum and program evaluation</td>
<td>2, 3, 7 NE 1, 2, 3</td>
<td>4, 5, 7, 8</td>
<td>Iwasiw, C. &amp; Goldenberg, D. (2015) Curriculum Development in Nursing Education. Chapter 15</td>
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<td>Week 15</td>
<td>Accreditation considerations</td>
<td>2, 3, 7 NE 1, 2, 3</td>
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<td>CCNE: <a href="http://www.aacn.nche.edu/ccne-accreditation/Standards-Amended-2013.pdf">http://www.aacn.nche.edu/ccne-accreditation/Standards-Amended-2013.pdf</a></td>
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<td>DB: Contrast the CCNE and ACEN standards for BS programs.</td>
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Program: Nursing: MS, BS-MS
Course Name and Number: NURS 611 - Advance Practice Population-Focused Health Assessment
Credits: 3 credits
Prerequisite: An undergraduate Health Assessment course

Course Description:
This course builds upon basic health assessment skills and provides the learner with the theoretical and clinical basis for assessment and diagnostic reasoning in advanced nursing practice across the lifespan. Emphasis is on the acquisition and analysis of relevant data for development of a comprehensive and holistic assessment. Concepts, theories and research on human development, anticipatory guidance, prevention, and early detection of risk factors and disease are emphasized. Critical thinking, diagnostic reasoning and communication skills are developed through practice with case guided vignettes and simulated practice experiences. Assessment of functional and mental health status will be addressed. An overview of population care management within the context of advanced practice will be provided.

Course Learning Outcomes:
By the end of the course, students should be able to:
1. Conduct a comprehensive health history and physical examination that is age, gender and culturally appropriate.
2. Differentiate normal and abnormal assessment findings in relation to developmental, gender and cultural variations.
3. Apply diagnostic reasoning to analyze health assessment data and prioritize a problem focused plan.
4. Synthesize the health assessment data to formulate evidence-based recommendations for health promotion and disease prevention and management in select populations.
5. Demonstrate understanding and application of effective communication skills as a member of an inter-professional health care team.
6. Explore the concept of Population Management and the use of uniform assessment systems for Community and Mental Health assessments to identify behaviors that impact health.
7. Examine community based resources that could be used to support patients to more successfully manage chronic and complex health issues.

Program Learning Outcomes addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.
(2) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(3) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(4) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Course Grading and Requirements:

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<tr>
<th>Assignment</th>
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<td>Geniogram Writing Assignment</td>
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<td>Case Studies (2)</td>
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<td>Video recorded health assessment exam and write-up</td>
<td>20%</td>
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<td>ShadowHealth Assignments</td>
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<tr>
<td>Shadow Health™ System-by-System Assignments</td>
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<td>Shadow Health™ Focused Exams</td>
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<tr>
<td>Shadow Health™ Comprehensive Assessment</td>
<td>(3 exams at 5% each)</td>
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### ShadowHealth System-by-System Assignments

<table>
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<tr>
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<td>Health History</td>
<td>2%</td>
</tr>
<tr>
<td>HEENT</td>
<td>1%</td>
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<tr>
<td>Respiratory Concept Lab</td>
<td>-</td>
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<tr>
<td>Respiratory</td>
<td>2%</td>
</tr>
<tr>
<td>Cardiovascular Concept Lab</td>
<td>-</td>
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<tr>
<td>Cardiovascular</td>
<td>2%</td>
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<tr>
<td>Abdominal Concept Lab</td>
<td>-</td>
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<tr>
<td>Gastrointestinal</td>
<td>2%</td>
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<tr>
<td>Musculoskeletal</td>
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<tr>
<td>Neurological</td>
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<tr>
<td>Mental Health</td>
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### ShadowHealth Focused Exams

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Focused Exam: Cough</td>
<td>5%</td>
</tr>
<tr>
<td>Focused Exam: Chest Pain</td>
<td>5%</td>
</tr>
<tr>
<td>Focused Exam: Abdominal Pain</td>
<td>5%</td>
</tr>
</tbody>
</table>

### ShadowHealth Comprehensive Assessment

- 10%

**Discussion Board Questions:** The Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found in the Course Information tab.

**Genogram Writing Assignment:** The Genogram written assignment in this course will be created based on information gathered during the Shadow Health: Health History assignment. The evaluation rubric for the genogram can be found in the course Information Tab.

**Case Studies:** A series of 2 Case Studies will be assigned as a collaborative group project. Each case study will examine a common health issue and identify the resources to manage complex health problems. A grading rubric can be found in the Course Information Tab.

**Video Recorded Health Assessment Exam and Write-Up:** One comprehensive head-to-toe assessment (inclusive of all systems except the breast and the genitourinary system) applying basic and advanced assessment techniques will be performed on an adult client. The student will document the results of the history and physical assessment using the problem oriented (SOAP) format. A video recording of the health assessment exam must also be submitted. The demonstration must not exceed 45 continuous minutes. All critical elements must be audible and visible on the video. The student may not refer to notes during the examination. The examination must take place in an appropriate setting and the examiner must be in professional dress. The video recording must be submitted to a secure site in the course site. The grading rubric can be found in the Course Information Tab.

**Video Recording Guidelines**

Students are required to supply all video recording equipment. Digitalized videos are preferred for clarity. A video release form must be signed by the client and student each time an examination is video recorded. When video recording, the camera must be focused on the examiner, patient, and the area being assessed.

**ShadowHealth Assignments:** Shadow Health™ Digital Clinical Experience (DCE) is an educational software that provides a rich, interactive learning environment through assessment of digital standardized patients. It is designed to enhance clinical reasoning, communication, and procedural skills in an immersive, safe, and always available learning environment. An evaluation rubric for the Shadow Health assignments can be found in the Course Information Tab.
For each Shadow Health Assignment in the course, you will access the Shadow Health Advanced Health Assessment course by clicking the Shadow Health Assignments link located in the Left Menu Tab on the main course page. This link will take you to a Student Dashboard from which you can navigate to your course and specific assignment using the My Courses tab.

If at any time you have any questions or encounter any technical issues, Shadow Health has a dedicated team of helpful and knowledgeable Learner Support specialists who will patiently assist you. Please visit the Learner Support page at http://support.shadowhealth.com for contact information and hours. You may email the Learner Support team directly at support@shadowhealth.com at any time.

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
</tr>
<tr>
<td>Good - work is of above average quality</td>
<td>B+</td>
<td>87 - 89.9</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>83 - 86.9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80 - 82.9</td>
<td>2.7</td>
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<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>77 - 79.9</td>
<td>2.3</td>
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<td></td>
<td>C</td>
<td>73 - 76.9</td>
<td>2</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 60</td>
<td>0</td>
</tr>
</tbody>
</table>

Progression and Retention in the Nursing Program
A minimum grade of “B” is required in all courses in the Nursing major. Students earning less than a “B” grade in a Nursing course may repeat the course one time and must attain a grade of “B” or better. A second earned grade of less than “B” in any Nursing Program Course will result in dismissal from the program.

Required Texts:
- Bates Visual guide to Physical Examination videos will be available to you via library access

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see: http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see: http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services: http://sps.cuny.edu/student_resources/
## Course Outline

PLO=Program Learning Outcome  CLO=Course Learning Outcome  
*Articles available on e-Reserve at the Neman Library

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Discussion Topics</th>
<th>PLO</th>
<th>CLO</th>
<th>Lectures/Readings/Resources</th>
<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
</table>
| **Week 1** | **Date:** An Overview of Health Assessment | 1    | 1   | **Videos:** Course Introduction | **Introduction to classmates due Sunday @ 11:59PM EST**  
*See weekly schedule for directions* | **DB rubric**  
**DQ:** Collection of Subjective and Objective Data and Documentation |
|           |                   |      |     | **PPTS:**                    | **Discussion Board:**  
1st response due Wednesday @ 11:59PM EST | |
|           |                   |      |     | **Readings:** Bickley Chap. 1, Goolsby Chap 1 | 2 Responses to classmates due Sunday @ 11:59PM EST | |
|           | **ShadowHealth:** Digital Clinical Experience (DCE) Orientation | 1, 5 | 1, 2 | ***Articles:**  
| **Week 2** | **Date:** Developing Relationships: History and Interview | 1    | 1, 5| **PPTS:**  
**Readings:** Bickley Chap 2, 3, Goolsby, Chap. 2 | **ShadowHealth : Health History Assignment and Post-Exam Activities due Sunday @ 11:59PM EST**  
**Assignment due:** Genogram writing assignment due Friday by 11:59 p.m. EST | **ShadowHealth Rubric**  
**ShadowHealth Genogram rubric** |
|           |                   |      |     | **ShadowHealth:** Health History | | |
|           | ***Articles:**  
**Websites:** | | | | |
| **Week 3** | **Date:** Advanced Health Assessment of the Head, Eyes, Ears, Nose, and Throat (HEENT) | 1, 6, 9 | 1, 2, 3, 4, 5 | **Videos:** Bates HEENT Assessment, Vol 7  
http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21774 | **Discussion Board**  
1st response due Wednesday @ 11:59PM EST  
2 Responses to classmates due Sunday @ 11:59PM EST | **DB rubric**  
**ShadowHealth Rubric**  
**DQ:** Impact of Vision & Hearing loss on independence and self-care management |
| Week 4 | Date: Advanced Health Assessment of the Pulmonary System | 1,6, 9 | 1,2,3, 4,5 | Videos: Bates thorax & Lungs, Vol. 9 [http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21776](http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21776) | PPTS: |
| | | | | *Articles: | **Assignment Due Shadow Health Focused Exam: Cough due by Friday 11:59 p.m. EST | **Assignment Due Shadow Health Focused Exam Rubric |
| | | | | Websites: | ShadowHealth: Respiratory Concept Lab |
| | | | | **Articles: | Respiratory Assignment & Post-Exam Activities due Sunday by 11:59 p.m. EST | |
| | | | | Websites: | ShadowHealth: Respiratory Assignment & Post-Exam Activities |

| Week 5 | Date: Advanced Health Assessment of the Cardiovascular System | 1,6, 9 | 1,2,3, 4,5 | Videos: Bates Cardiovascular System, Vol 10 [http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21776](http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21776) | PPTS: |
| | | | | *Articles: | 2 Responses to classmates due Sunday @ 11:59PM EST | DB rubric |
| | | | | Websites: | ShadowHealth: Cardiovascular Assignment & Post-Exam Activities due Sunday by 11:59 p.m. EST | ShadowHealth Rubric |
| | | | | **Articles: | DQ: Assessing Cardiovascular risk Factors |
| | | | | Websites: | |

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| Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Articles</th>
<th>Websites</th>
<th>Videos</th>
<th>Assignments</th>
<th>DQ</th>
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</thead>
<tbody>
<tr>
<td>Week 6</td>
<td></td>
<td>Advanced Health Assessment of the Gastrointestinal System</td>
<td>1,6, 9</td>
<td>1,2,3, 4, 5</td>
<td>Bates Abdomen, Vol 13 <a href="http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21780">http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21780</a></td>
<td>ShadowHealth: Gastrointestinal Assignment &amp; Post-Exam Activities due Sunday by 11:59 p.m. EST</td>
<td>Mobility Impairment and impact on health and independence</td>
</tr>
<tr>
<td></td>
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<td>Bates Musculoskeletal, Vol 16 <a href="http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21783">http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21783</a></td>
<td><strong>Assignment due:</strong> Shadow Health Focused Exam: Abdominal Pain due by Friday at 11:55 p.m. EST</td>
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</tr>
<tr>
<td>Week 7</td>
<td></td>
<td>Advanced Health Assessment of the Musculoskeletal System</td>
<td>1,6, 9</td>
<td>1,2,3, 4, 5</td>
<td>Bates Musculoskeletal, Vol 16 <a href="http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21783">http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21783</a></td>
<td>Discussion Board 1st response due Wednesday @ 11:59PM EST 2 Responses to classmates due Sunday @ 11:59PM EST ShadowHealth: Musculoskeletal Assignment &amp; Post-Exam Activities due Sunday by 11:59 p.m. EST</td>
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</tr>
<tr>
<td>Week 8</td>
<td></td>
<td>Advanced Health Assessment of the Neurological System</td>
<td>1,6, 9</td>
<td>1,2,3, 4, 5</td>
<td>Bates Nervous System Cranial Nerves and Motor System Vol 17 <a href="http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21784">http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21784</a></td>
<td>Discussion Board 1st response due Wednesday @ 11:59PM EST 2 Responses to classmates due Sunday @ 11:59PM EST ShadowHealth: Neurological</td>
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</table>

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| Week 9 | Advanced Health Assessment of Mental and Psychological Status | 1,6, 9 | 1,2,3, 4,5 | Bates Nervous System Cranial Nerves and Motor System Vol 18  
http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21785 | Assignment & Post-Exam Activities due Sunday by 11:59 p.m. EST | management |
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<tr>
<td></td>
<td>PPTS:</td>
<td></td>
<td></td>
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</tbody>
</table>
|  | Readings: |  |  | Bickley Chap 17  
Goolsby Chap 15 |  |  |
|  | ShadowHealth: Neurological |  |  |  |  |  |
|  | Websites: |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Week 10 | Advanced Health Assessment of Reproductive Systems | 1,6, 9 | 1,2,3, 4,5 | Bates Breasts and Axillae Vol 12  
|  | Videos: |  |  | Bates Male Genitalia Vol 14  
|  |  |  |  | Bates Female Genitalia Vol 15 |  |  |
|  |  |  |  |  |  |  |
|  | DQ: Relationship between life expectancy and mental health problems |  |  |  |  |  |
|  |  |  |  | **Assignment Due**  
Case Study 1 due Friday by 11:59 p.m. EST |  |  |
|  |  |  |  | **Assignment Due**  
Case Study 1 due Friday by 11:59 p.m. EST |  |  |
|  |  |  |  | **Assignment Due**  
Case Study 1 due Friday by 11:59 p.m. EST |  |  |
|  |  |  |  | **Assignment Due**  
Case Study 1 due Friday by 11:59 p.m. EST |  |  |
|  |  |  |  | **Assignment Due**  
Case Study 1 due Friday by 11:59 p.m. EST |  |  |
<table>
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<tr>
<th>Week 11</th>
<th>Date:</th>
<th>Clinical Reasoning across the Lifespan: Special Populations: Child</th>
<th>1,6, 9</th>
<th>1,2,3, 4,5</th>
<th>Videos: Bates Head to Toe Assessment - Child <a href="http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21782">http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21782</a></th>
<th>Assignment due: Case Study 2 due Friday by 11:59p.m. EST</th>
<th>Case Study Rubric</th>
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<tbody>
<tr>
<td>Readings:</td>
<td></td>
<td>Bickley Chap 10, 13, 14</td>
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<td>PPTS:</td>
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<tr>
<td>Websites:</td>
<td></td>
<td>Goolsby Chap 9, 12, 13</td>
<td></td>
<td></td>
<td>Readings:</td>
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<td>Bickley Chap 18</td>
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<td>*Articles:</td>
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<td>Websites:</td>
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| Week 12 | Date: | Clinical Reasoning across the Lifespan: Special Populations: Older Adult | 1,6, 9 | 1,2,3, 4,5 | Videos: Bates Head to Toe Assessment – Older Adult [http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21771](http://batesvisualguide.com/multimedia.aspx?categoryID=21787#21771) | Discussion Board 1st response due Wednesday @ 11:59PM EST 2 Responses to classmates due Sunday @ 11:59PM EST Assignment due: Shadow Health Focused Exam: Chest Pain due by Friday at 11:59 p.m. EST | DB Rubric ShadowHealth Focused Exam Rubric DQ: Common problems of the elderly |
| Readings: |       | Bickley Chap 20                                                |       |           | **Assignment due: Shadow Health Comprehensive Assessment Exam due by Friday at 11:59 p.m. EST |                                                   |                                                 |
| Websites: |       |                                                                |       |           | **Assignment due: Shadow Health Comprehensive Exam Rubric                      |                                                   |                                                 |

| Readings: |       |                                                               |       |           | *Articles:                                                                      |                                                   |                                                 |
| Websites: |       |                                                               |       |           | **Assignment due: Shadow Health Comprehensive Exam Rubric                      |                                                   |                                                 |
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<table>
<thead>
<tr>
<th>Week 14</th>
<th>Concepts in Population Care Management</th>
<th>3,6 5,6</th>
<th>PPTS:</th>
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<tbody>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bickley Chap 2</td>
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<td></td>
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<td>*Articles:</td>
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<td></td>
<td></td>
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<td>Websites:</td>
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Websites: http://www.ihi.org/communities/blogs/_layouts/ihi/community/blog/itemview.aspx?List=81ca4a47-4cc4-4e9e-89d9-14d88ec59e8d&ID=50

Discussion Board 1st response due Wednesday by 11:59PM EST 2 Responses to classmates due Sunday by 11:59PM EST

**Assignment due:** Health Assessment Exam Video and Write-up due

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<table>
<thead>
<tr>
<th>Week 15</th>
<th>Community Based Resources for population care management</th>
<th>3,6 6,7</th>
<th>PPTS:</th>
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<tbody>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td>Readings:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>*Articles:</td>
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<td></td>
<td></td>
<td></td>
<td>Websites:</td>
</tr>
</tbody>
</table>


Websites:

Discussion Board 1st response due Wednesday by 11:59PM EST 2 Responses to classmates due Sunday by 11:59PM EST **Assignment Due Reflection:** Post your reflections on your experience in this class in the discussion board area Due Sunday 11:59PM EST

DB rubric DQ: It takes a village…
CUNY School of Professional Studies

Program: Nursing: MS, BS-MS
Course Name and Number: NURS 612 - Advanced Practice Pathophysiology
Credits: 3 credits
Prerequisite: An undergraduate Pathophysiology course

Course Description:
This course focuses on alterations of various physiological systems and pathophysiology of frequently encountered primary care conditions across the life span and special populations. In-depth case analysis of risk factors, pathophysiological changes, and associated clusters of signs and symptoms will be explored. Pathophysiological theories and evidence-based research as a basis for advanced practice nursing is integral in this course.

Course Learning Outcomes:
At the end of this course, students will be able to:
1. Analyze the etiology and pathophysiological alterations associated with selected common primary care conditions across the life span.
2. Examine relevant theories and research as a basis for explaining the pathophysiological changes associated with common conditions in primary care.
3. Discuss the pathophysiological basis for development of clinical manifestations in selected common primary care conditions.
4. Discuss the issues/considerations associated with the pathophysiological changes in special populations.
5. Apply the pathophysiological principles to case situations as a basis for advanced practice nursing practice.

Program Learning Outcomes/Competencies addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion
(2) Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidence-based care; and quantify the impact on quality and safety.

Instructor Contact Information:
Name:
Email:
Phone:
Office hours: As needed by email or phone
- Assignments will be graded and returned within 14 days of submission of the assignment.
- The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
- The instructor accesses and reviews the discussion boards frequently.

How this online course will work: This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses/participation and assignments.
Students will be required to:

- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
- Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
- Check SPS email at minimum 3 times per week for important information and updates.

Required Texts:


Recommended Text:


Course Grading and Requirements:

<table>
<thead>
<tr>
<th>Discussion Board Participation</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Weekly case study assignments (Total 8)</td>
<td>20%</td>
</tr>
<tr>
<td>Power Point: Disorders of Fluid, Electrolytes and Acid-Base balance.</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper: Case Study with teaching plan.</td>
<td>30%</td>
</tr>
</tbody>
</table>

Discussion Board Questions: The Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.

Assignments:

Weekly Case Studies (8): The Weekly case studies will be completed by choosing one of the cases assigned in the Bruyere book and answering all of the questions for that case. The completed case questions should be uploaded into the assignment section on blackboard labeled Weekly Case studies. Guidelines for Weekly Case Studies and the Grading rubric can be found on the Course Information tab.

Power Point Presentation: Disorders of Fluid, Electrolytes, and Acid-Base balance: Develop a power point presentation on the most relevant information on the topic: disorders of fluid, electrolytes and acid-base balance. The completed power point presentation should be uploaded into the assignment section on blackboard labeled Power Point Presentation. Guidelines for the power point presentation and the Grading rubric can be found on the Course Information tab.
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Final Paper: Case Study with teaching plan: Develop a case study on a topic covered during this course and apply this topic to practice by developing a teaching plan utilizing evidence from research. Guidelines for the Final Paper: Case Study with Teaching Plan and the Grading rubric can be found on the Course Information tab.

Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90 - 92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Good - work is of above average quality</td>
<td>B+</td>
<td>87 - 89.9</td>
<td>3.3</td>
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<td></td>
<td>B</td>
<td>83 - 86.9</td>
<td>3</td>
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<td>B-</td>
<td>80 - 82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
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<td>C</td>
<td>73 - 76.9</td>
<td>2</td>
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<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 60</td>
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http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

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Course Outline
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<tr>
<th>Week/Date</th>
<th>Discussion Topics</th>
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<th>CLO</th>
<th>Lectures/Readings/Resources</th>
<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Concepts of Health and Disease</td>
<td>1,2,3</td>
<td>6,7</td>
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<td>DB grading rubric</td>
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<td>Week 2</td>
<td>Cell Function and Growth</td>
<td>1,2,3</td>
<td>6,7</td>
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<td>DB Topic</td>
<td>DB grading rubric</td>
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<td>Week 3</td>
<td>Integrative Functions Disorders</td>
<td>1,2,3</td>
<td>6,7</td>
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<td>DB Topic</td>
<td>DB grading rubric</td>
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<td>Infection, Inflammation, and Immunity</td>
<td>1,2,3</td>
<td>6,7</td>
<td>Bruyere Text Choose 1 case from cases 75-76</td>
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<td>DB grading rubric</td>
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<td>Week 5</td>
<td>Neural Function Disorders</td>
<td>1,2,3</td>
<td>6,7</td>
<td>Bruyere Text Choose 1 case from cases 36-45</td>
<td>Case Study due DB Topic</td>
<td>DB grading rubric</td>
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<td>Special Sensory Function Disorders</td>
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<td>6,7</td>
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<td>Topic</td>
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<td>DB Topic</td>
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<td>Hematopoietic Disorders</td>
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<td>Cardiovascular Function Disorders</td>
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<td>Bruyere Text Choose 1 case from cases 1-10 Porth text Unit 8</td>
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<td>1,2,3, 6,7</td>
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<td>Week 10</td>
<td>Gastrointestinal Disorders</td>
<td>1,2,3, 6,7</td>
<td>Bruyere Text Choose 1 case from cases 17-29 Porth text Unit 10</td>
<td>Case Study due DB Topic</td>
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<td>DB grading rubric Case study rubric</td>
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<tr>
<td>Week 11</td>
<td>Renal Function Disorders Fluid and Electrolyte Disorders</td>
<td>1,2,3, 6,7</td>
<td>Bruyere Text Choose 1 case from cases 30-35 Porth text Unit 11</td>
<td>Case Study due DB Topic</td>
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<td>DB grading rubric Case study rubric</td>
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<tr>
<td>Week 12</td>
<td>Endocrine Function Disorders</td>
<td>1,2,3, 6,7</td>
<td>Bruyere Text Choose 1 case from cases 51-59 Porth text Unit 12</td>
<td>Case Study due DB Topic</td>
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<td>1,2,3, 4,5</td>
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<td>Effects of endocrine</td>
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<td>DB grading rubric Case study rubric</td>
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| Week 13 | Genitourinary and Reproductive Function Disorders | 1,2,3, 6,7 | 1,2,3, 4,5 | **Bruyere Text Choose 1 case from cases 63-74**  
**Porth text Unit 13**  
Alcohol use and genitourinary disorders | DB grading rubric  
Case study rubric |
| --- | --- | --- | --- | --- | --- |
| Week 14 | Musculoskeletal Function Disorders | 1,2,3, 6,7 | 1,2,3, 4,5 | **Porth text Unit 14**  
Imaging in musculoskeletal disorders | DB grading rubric  
Case study rubric |
| Week 15 | Integumentary Function Disorders | 1,2,3, 6 | 1,2,3, 4,5 | **Porth text Unit 15**  
The risk of skin diseases | DB grading rubric  
Final Paper rubric |
CUNY School of Professional Studies

Program: Nursing: MS, BS-MS  
Course Name and Number: NURS 613 - Advanced Practice Pharmacology  
Credits: 3 credits  
Prerequisite: An undergraduate Pharmacology course

Course Description:
The course focuses on the role of advanced practice nurses in applying pharmacotherapeutics to the management of health and illness in populations at risk for morbidity and mortality. Students acquire advanced knowledge as a foundation for prescribing and monitoring pharmaceutical and alternative therapeutic agents. Emphasis is placed on synthesis of pharmacokinetics and pharmacodynamics principles for the prevention and treatment of acute and chronic illnesses. Evidence-based outcomes, consensus guidelines, and research studies are critiqued.

Course Learning Outcomes:
At the end of this course, students will be able to:
1. Apply the principles of pharmacology relative to pharmacokinetics and pharmacodynamics across the life span, including the impact of race, ethnicity, and special populations in selecting medication therapy.
2. Discuss the indications, rationale, efficacy, and risks for pharmacotherapeutic agents commonly prescribed in the primary care setting.
3. Develop relevant client education strategies to facilitate client collaboration in treatment and to maximize therapeutic response.
4. Identify actual and potential adverse drug reactions and significant drug interactions.
5. Evaluate the interactions of nonprescription therapies with prescription therapies.

Program Learning Outcomes/Competencies addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.
(5) Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.
(6) Demonstrate effective management of care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidence-based care; and quantify the impact on quality and safety.

Instructor Contact Information:
Name:  
Email:  
Phone:  
Office hours: As needed by email or phone
- Assignments will be graded and returned within 14 days of submission of the assignment.
- The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
- The instructor accesses and reviews the discussion boards frequently.

How this online course will work: This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, and your assignments.
Students will be required to:

- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
- Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
- Check SPS email at minimum 3 times per week for important information and updates.

Required Texts:

- Unbound Medicine app—Available to CUNY students-Medline search, Calculators, Davis’s Drug Guide, Diseases and Disorders(a nursing therapeutic manual), Ebola Guidelines, and Medline Journals. Use this app to search for information on the weekly topics and read a couple of articles on the subject covered that week.

Course Grading and Requirements:

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Discussion Board Participation</strong></td>
<td>30%</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>Reflective writing assignment</td>
<td>10%</td>
</tr>
<tr>
<td>PPP On CV problem</td>
<td>20%</td>
</tr>
<tr>
<td>Teaching Plan on Psychotropic Agents</td>
<td>20%</td>
</tr>
<tr>
<td>Chronic Health Issue</td>
<td>20%</td>
</tr>
</tbody>
</table>

Discussion Board Questions: The Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.

Written Assignments: You are required to complete four written assignments. The written assignments are on a variety of topics associated with the course modules.

Reflective Writing Assignment- Weeks 1,2 & 3- The reflective writing journal assignments will be graded based on including answers to all the questions that are posted on blackboard(bb) and other content that is proposed to you for discussion on the weekly assignments. There are not reflective writing assignments for all weeks. Only the faculty will view and review your reflective writing content. ** see Grading Rubric under assignments tab in bb.

Power Point Presentation (PPP) – Choose a Cardiovascular Health Problem and develop a Power Point presentation on the pharmacology treatments available for this patient. Guidelines for the PPP on a patient with a CV problem can be found on Blackboard (bb) under the Assignments tab and the grading will be based on inclusion of all content criteria listed in the guidelines. ** See Grading Rubric for CV PPP in Assignments tab in bb.

Teaching Plan-Choose 6 Psychotropic agents and develop a teaching plan for each of these. Guidelines for the teaching plan can be found on Blackboard (bb) under the Assignments tab and the grading will be based on inclusion of all content criteria listed in the guidelines. **See Grading Rubric for teaching plan in Assignments tab in bb.
**Chronic Health Issue Paper**—Choose a Chronic Health Issue, then compare & contrast pharmacological agents with respect to this treatment. Guidelines for the Chronic Health Issue Paper can be found on Blackboard (bb) under the Assignments tab and the grading will be based on inclusion of all content criteria listed in the guidelines. **See Grading Rubric for Chronic Health Issue Paper in Assignments tab in bb.**

**Grading Scale**

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
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<tr>
<td></td>
<td>A-</td>
<td>90 - 92.9</td>
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<td>C</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Pharmacokinetics &amp; pharmacodynamics</td>
<td>1,5,6,7</td>
<td>1,2,3,4,5</td>
<td>Text Edmunds &amp; Mayhew Unit 2 &lt;br&gt;Readings/resources: Kaufman, G. Multiple medicines: The issues surrounding polypharmacy. (2015). Nursing &amp; Residential Care: April: 17(4):198-203. &lt;br&gt;UCentral-Medline Search-Polypharmacy</td>
<td>DB topic: Polypharmacy</td>
<td>DB grading rubric Reflective writing rubric</td>
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<td>Topical Agents</td>
<td>1,5,6,7</td>
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<td>Text Edmunds &amp; Mayhew Unit 4 &lt;br&gt;Readings/resources: Dissemond, J.; Kroger, K.; Storck, M.; et. al. (2015). Topical oxygen wound therapies for chronic wounds: A review. Journal of Wound Care: Feb.:24(2):53-63. &lt;br&gt;UCentral-Medline Search-Topical</td>
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<td>Week 5</td>
<td>Respiratory Agents</td>
<td>1,5,6,7</td>
<td>1,2,4</td>
<td>Text Edmunds &amp; Mayhew Unit 5 &lt;br&gt;Readings/resources: Talukdar, D.; Chaudhry, N.; Rohit, K.; et.al. (2014). Recent advances in asthma genetics and antiasthma therapy. Current Respiratory Medicine Reviews: Jan.:9(4):261-7. &lt;br&gt;UCentral-Medline Search-Alpha 1 antitrypsin deficiency</td>
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| Week 6 | Cardiovascular Agents   | 1,5,6,7,1,2,3,4 | **Text Edmunds & Mayhew** Unit 6  
Readings/resources:  
UCentral-Medline Search-Angioedema | ACE & ARB induced angioedema  
Assignment # 2 PPP CV Health problem |
| Week 7 | Gastrointestinal Agents | 1,5,6,7,1,2,3,4 | **Text Edmunds & Mayhew** Unit 7  
Readings/resources:  
UCentral-Medline Search-GERD | GERD |
| Week 8 | Renal/Genitourinary Agents | 1,5,6,7,1,2,3,4 | **Text Edmunds & Mayhew** Unit 8  
Readings/resources:  
UCentral-Medline Search-Urinary Incontinence | Urinary incontinence |
| Week 9 | Musculoskeletal Agents   | 1,5,6,7,1,2,3,4 | **Text Edmunds & Mayhew** Unit 9  
Readings/resources:  
UCentral-Medline Search-NSAIDS | NSAIDS |
| Week 10| Central Nervous System Agents | 1,5,6,7,1,2,3,4 | **Text Edmunds & Mayhew** Unit 10  
Readings/resources:  
UCentral-Medline Search-ADD/ADHD | ADD/ADHD |
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| Week 11 | Psychotropic Agents | 1,5,6,7 | 1,2,3,4,5 | **Text Edmunds & Mayhew** Unit 11
**Readings/resources:**


**UCentral-Medline Search-ADD ADHD**

| Week 12 | Endocrine Agents | 1,5,6,7 | 1,2,3,4 | **Text Edmunds & Mayhew** Unit 12
**Readings/resources:**
Becker, R.H.A.; Dahmen, R.; Bergmann, K.L.A.; et.al. (2015) New insulin glargine 300 units-mL-1 provides a more even activity profile and prolonged glycemic control at steady state compared with insulin glargine 100 units-mL-1. Diabetes Care: Apr.: 38(4): 637-43.


**UCentral-Medline Search-Substance abuse**
**UCentral-Medline Search-Mood Disorders**

| Week 13 | Reproductive Agents | 1,5,6,7 | 1,2,3,4,5 | **Text Edmunds & Mayhew** Unit 13
**Readings/resources:**


**UCentral-Medline Search-Endocrine medications**

**DB topic:**

**Assignment # 3**
Teaching plan due

**DB grading rubric**
Teaching plan rubric

**DB topic:**

Steady State Glucose Control

**DB grading rubric**
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<th>Week 14</th>
<th>Anti-Infective Agents</th>
<th>1,5,6, 7</th>
<th>1,2,3, 4</th>
<th><strong>Text Edmunds &amp; Mayhew</strong> Unit 14</th>
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<td><strong>Readings/resources:</strong></td>
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<td><strong>UCentral-Medline Search-HRT</strong></td>
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<td><strong>DB topic:</strong> Principles for prescribing Anti-Infectives</td>
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<td><strong>Readings/resources:</strong></td>
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<td><strong>DB topic:</strong> Immunizations</td>
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<td><strong>Assignment # 4</strong> Chronic Health Issue paper due</td>
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<td><strong>DB grading rubric</strong> Chronic health issue rubric</td>
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CUNY School of Professional Studies

Program: Nursing: MS, BS-MS
Course Name and Number: NURS 615 - Advanced Nursing Informatics
Credits: 3 credits
Prerequisite: None

Course Description:
This course provides an overview of nursing informatics for the advanced practice nurse. Focus is on current trends and issues in using, designing, and managing data within health care systems and/or academic settings. Emphasis is on the use of information systems/technology to evaluate programs of care, outcomes of care, and care systems to inform quality improvement. Selection and evaluation of information systems and related ethical, regulatory, and legal issues will be explored.

Course Learning Outcomes:
1. Identify key trends and issues in nursing informatics and the impact on health care information systems
2. Explain how theories, such as communication, information, management, systems, and nursing relate to health care information systems.
3. Examine ethical/legal issues that arise in using, designing, and managing health care information systems.
4. Analyze current health care information systems used in nursing practice, administration, research, and education.
5. Synthesize knowledge from various information sources to increase accessibility and usability of a health care information system.
6. Analyze hardware and software infrastructure needed to improve nursing practice.

Program Learning Outcomes/Competencies addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Instructor Contact Information:
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Email:
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Office hours: As needed by email or phone
- Assignments will be graded and returned within 14 days of submission of the assignment.
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- Check SPS email at minimum 3 times per week for important information and updates.

Required Texts:

Course Grading and Requirements:

<p>| | |</p>
<table>
<thead>
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<td>Discussion Board Participation</td>
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<td>Assignments</td>
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</tr>
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<tr>
<td>Analyzing telemedicine options for patient safety</td>
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<td>Healthcare information system analysis</td>
<td>30%</td>
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</table>

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Written Assignments

Assignment #1: Case study: Breach in security of an internet patient portal - review the case study detailing a breach in an internet patient portal and respond to questions posed at the end.

Assignment #2- Analyzing telemedicine options for patient safety- Select a patient population and disorder. Describe available telemedicine applications. Develop a plan to implement telemedicine- Specify planned outcomes; personnel; equipment; patient education and how this will impact patient safety.

Assignment #3: Healthcare information system analysis - analyze the healthcare system in the sample; identify gaps in data; describe strategies to obtain needed data; suggest new ways to manage data for the healthcare system.
Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
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<tr>
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<td></td>
<td>C</td>
<td>73 - 76.9</td>
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<tr>
<td>Failure</td>
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<td>&lt; 60</td>
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http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see:
http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students’ personal and intellectual growth. Please see:

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services:
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## Course Outline

PLO=Program Learning Outcome  
CLO=Course Learning Outcome  
*Articles available on e-Reserve at the Neman Library

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Discussion Topics</th>
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<th>Lectures/Readings/Resources</th>
<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
</table>
| Week 1    | Perspectives on Nursing Informatics | 1, 3, 8, 9 | 1 | McGonigle, D and Mastrian, K (2015) Nursing Informatics and the Foundation of Knowledge, 3rd edition Chapters 1, 2, 3, 4  
HIMSS:  
| Week 2    | Population health | 1, 3, 8, 9 | 1, 2 | McGonigle, D and Mastrian, K (2015) Nursing Informatics and the Foundation of Knowledge, 3rd edition Chapter 21 | DB: Impact nursing informatics on population health. | DB grading rubric |
| Week 3    | Nursing practice applications | 1, 3, 8, 9 | 1, 2, 4 | McGonigle, D and Mastrian, K (2015) Nursing Informatics and the Foundation of Knowledge, 3rd edition Chapter 18, 20  
Case study analysis grading rubric |
## Proposal to Establish Graduate Programs in Nursing
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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>References</th>
<th>Grading Rubric</th>
</tr>
</thead>
</table>
| 6    | Nursing knowledge/decision making | 1, 3, 8, 9 | 1, 2, 3
|      |       | McGonigle, D and Mastrian, K (2015) Nursing Informatics and the Foundation of Knowledge, 3rd edition Chapter 6, 7, 8 | DB: Informatics and decision making |
| 7    | Telehealth | 1, 3, 8, 9 | 1, 4
| 8    | Nursing education applications | 1, 3, 8, 9 | 1, 4
|      |       | [Copyright basics: The TEACH Act](https://www.copyright.com/Services/copyrightoncampus/basics/teach.html) | |
|      |       | [Assignment 2](https://example.com/assignment2) Analyzing telemedicine options for patient safety grading rubric | |
| 9    | Nursing interventions classification/NMMDS | 1, 3, 8, 9 | 3
<p>|      |       | | DB grading rubric |</p>
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<th>Week 10</th>
<th>Technical and professional informatics uses</th>
<th>1, 3, 8, 9</th>
<th>6</th>
<th>McGonigle, D and Mastrian, K (2015) Nursing Informatics and the Foundation of Knowledge, 3rd edition Chapter 10, 11, 12, 13</th>
<th>DB: Administrative information systems</th>
<th>DB grading rubric</th>
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| Week 14 | Improving Communication: Technology Tools to enhance professional nursing practice and collaboration. | 1, 3, 8, 9 | 1, 2, 4 | McGonigle, D and Mastrian, K (2015) Nursing Informatics and the Foundation of Knowledge, 3rd edition Chapter 28, 29, 30
Alliance for nursing informatics: [http://www.allianceni.org/](http://www.allianceni.org/)
American Nursing Informatics Association: [https://www.ania.org/](https://www.ania.org/)
| Week 15 | Imagining the Future of Nursing Informatics and Applications to Practice | 1, 3, 8, 9 | 1, 2, 3, 4, 5, 6 | Rojas, CL, Seckman, CA (2014) The informatics nurse specialist role in electronic health record usability evaluation. *CIN: Computers, Informatics, Nursing* 32 (5) 214-220. | DB: Nursing informatics future | DB grading rubric |
Program: Nursing Informatics
Course Name and Number: NURS 616 - Understanding and Management of Decision Support and Health Information Systems
Credits: 3 credits
Pre- or Corequisite: NURS 615

Course Description:
This course provides a systematic exploration of the foundations of decision support systems and technology to support patient care and provide leadership within healthcare systems and/or academic settings. This course will cover data warehousing, dashboards, data mining, analysis of big data, information overload, and the difficulties of organizing, storing, retrieving, analyzing, and presenting data to inform quality improvement, financial decision-making, selection and evaluation of information systems and patient care technology, and related ethical, regulatory, and legal issues.

Course Learning Outcomes:
1. Analyze current healthcare information systems.
2. Explore models and theories underlying nursing and healthcare information systems.
3. Describe regulatory issues related to healthcare information systems.
4. Explore issues of system lifecycle and interoperability of information system selection.
5. Analyze the effectiveness of data bases in information retrieval and usage on quality patient care.
6. Identify how data collection, storage, cleansing, integration, representation, and transformation impact clinical decision making and nursing practice.

Program Learning Outcomes/Competencies addressed by the course:
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(5) Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidenced-based care; and quantify the impact on quality and safety.
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:
Nursing Informatics
1. Integrate organizational science and informatics theory to make changes in nursing practice.
2. Provide oversight and guidance in the selection and integration of technologies to document patient care and improve health outcomes.
3. Analyze current and emerging technologies for applications in safety and quality improvement, research and evidence-based practice, and nursing education.

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<tr>
<td><strong>Assignments</strong></td>
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</tr>
<tr>
<td>Process improvement analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Focused data mining for a selected nursing practice problem</td>
<td>20%</td>
</tr>
<tr>
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**Written Assignments**

**Assignment #1: Process improvement analysis**- Review the case study on page 425 (McGonigle, D. & Mastrian, KG (2015)- apply this approach to a different nursing practice that you have encountered; Sort through data to discover patterns and relationships; and identify possible solutions.
Assignment #2: Focused data mining for a select nursing practice problem. Identify a significant nursing practice problem that you have encountered. Using one of the methods detailed in the McGonigle and Mastrian text extract meaningful data on the identified issue and summarize.

Assignment #3: Improving patient safety with informatics design- Identify a patient safety issue that you have observed; describe why it impacts patient safety/ frequency; population at risk. Develop a plan for improvement using informatics. Include an evaluation method to determine effectiveness.

Grading Scale

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</tr>
</thead>
</table>
| Week 1    | Foundations of practice/software application programs | 1, 5 NI 1 | 1 | Nelson, R & Staggers, N (2014) Health Informatics Chapters 1, 2  
McGonigle, D. & Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapters 1, 2, 3, 29  
TIGER NURSING INFORMATICS COMPETENCIES:  
DB grading rubric | |
| Week 2    | Models and theories | 3, 5, 6, 7, 8, 9 NI 1 | 2 | Topaz, M (2013) The Hitchhiker’s guide to nursing informatics theory: using the data-knowledge-information-wisdom framework to guide informatics research. Online Journal of Nursing Informatics, 17 (3)  
DB grading rubric | |
| Week 3    | Regulatory requirements | 3, 5, 6, 7 NI 1, 2 | 3 | Troseth, M (2012) Nursing Informatics: Deep Dive QSEN  
McGonigle, D. & Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapter 9  
American Medical Informatics Association Nursing Informatics Working Group:  
https://www.amia.org/programs/working-groups/nursing-informatics  
DB grading rubric | |
| Week 4 | Data needs/ data sources | 3, 5, 6, 7, 8, 9, NI 1, 2, 3 | Nationwide Health Information Network: [http://www.healthcareitnews.com/directory/nationwide-health-information-network-nhin](http://www.healthcareitnews.com/directory/nationwide-health-information-network-nhin)  
Nationwide Health Information Exchange Resources: [https://www.healthit.gov/policy-researchers-implementers/nationwide-health-information-exchange-hie-resources](https://www.healthit.gov/policy-researchers-implementers/nationwide-health-information-exchange-hie-resources)  
Nelson, R & Staggers, N (2014) Health Informatics Chapters 13, 15 |
McGonigle, D. & Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapters 16, 17, 18, 19, 26  
Nelson, R & Staggers, N (2014) Health Informatics Chapters 10 |
| Week 6 | Information management | 3, 5, 6, 7, 8, 9, NI 2, 3 | 5, 6 | Health Level Seven (HL7) ([www.hl7.org](http://www.hl7.org))  
McGonigle, D. & Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapter 6 |
| Week 7 | System life cycle | 5, 8, 9, NI 1, 2 | 4 | CPNE position statement Nurses’ Involvement With the EHR: Advocating Patient Safety: [http://www.nursingworld.org/Draft-Position-Nurses-Involvement-EHR](http://www.nursingworld.org/Draft-Position-Nurses-Involvement-EHR)  
McMurtrey, M (2013) A Case Study of the Application of the |
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## Week 8

**Computer networking/Interoperability**

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Week 8 - Assignment # 2: Focused data mining for a selected nursing practice problem

DB: Management big data

DB grading rubric

## Week 9

**Data mining techniques**

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<td>Martin, KS, Monsen, KA and Bowles, KH (2011) The Omaha System and Meaningful use CIN 29 (1) 52-58.</td>
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Week 9 Assignment # 2: Focused data mining for a selected nursing practice problem

DB: Management big data

DB grading rubric

## Week 10

**Data base types: hierarchical, flat, relational**

<table>
<thead>
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<th>3, 5, 6, 7, 8, 9</th>
<th>5, 6</th>
<th>McGonigle, D. &amp; Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapter 10</th>
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<td>NI 1, 2, 3</td>
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<td>Nelson, R &amp; Staggers, N (2014) Health Informatics Chapters 14, 15, 16</td>
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</tbody>
</table>

Week 10 Assignment # 2: IT system selection

DB grading rubric
| Week 11 | Data maintenance/ data warehousing - current and long-term needs | 3, 5, 6, 7, 8, 9 NI 1, 2, 3 | 5, 6 | McGonigle, D. & Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapter 23 | DB: Nursing data warehouse | DB grading rubric |
| Week 12 | Data communication/ data sharing | 3, 5, 6, 7, 8, 9 NI 1, 2, 3 | 5, 6 | McGonigle, D. & Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapters 13, 14 | DB: Data cleansing | DB grading rubric |
| Week 13 | Data integration | 3, 5, 6, 7, 8, 9 NI 1, 2, 3 | 5, 6 | McGonigle, D. & Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapter 14 | DB: Data representation strategies | DB grading rubric |
| Week 14 | Data access/ Information retrieval | 3, 5, 6, 7, 8, 9 NI 1, 2, 3 | 5 | Nelson, R & Staggers, N (2014) Health Informatics Chapter 17 | DB: Data protection | DB grading rubric |
Program: Nursing Informatics
Course Name and Number: NURS 617 - Project Management, Systems Analysis and Design for Quality Patient Outcomes
Credits: 3 credits
Pre- or Corequisite: NURS 615

Course Description:
This course provides a systematic application of the use of information science and technology to support patient care and provides leadership within healthcare systems and/or academic settings. Emphasis is on the use of information systems/technology to evaluate programs of care, outcomes of care, and care systems to inform quality improvement, financial decision-making, selection and evaluation of information systems and patient care technology, and related ethical, regulatory, and legal issues. Concepts such as feasibility studies, flowcharting, network or timeline creation (Gantt chart, PERT/CPM) are inherent concepts in this course. The major assignment in this course will be a systematic, organized plan for an informatics application or design.

Course Learning Outcomes:
1. Assess current processes and explore feasibility, effectiveness, networks, interoperability, and unfulfilled issues.
2. Formulate a clinical information system plan that addresses a challenge in a chosen health care setting.
3. Perform an information requirements analysis of the clinical information system at the organizational, application, technical, and database levels.
4. Develop a design plan for the information system using requirements that were gathered during analysis to support work-flow and clinical practice.

Program Learning Outcomes/Competencies addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(5) Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:
Nursing Informatics
1. Integrate organizational science and informatics theory to make changes in nursing practice.
2. Provide oversight and guidance in the selection and integration of technologies to document patient care and improve health outcomes.
3. Analyze current and emerging technologies for applications in safety and quality improvement, research and evidence-based practice, and nursing education.

Instructor Contact Information:
Name:
Email:
Phone:
Office hours: As needed by email or phone
- Assignments will be graded and returned within 14 days of submission of the assignment.
- The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
The instructor accesses and reviews the discussion boards frequently. **How this online course will work:** This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments.

**Students will be required to:**
- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
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**Required Texts:**

**Course Grading and Requirements:**

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<thead>
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<tr>
<td>Assignments</td>
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<td>Case study I- Nurse practice applications</td>
<td>20%</td>
</tr>
<tr>
<td>Case study II- Nurse manager applications</td>
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**Written Assignments**

Assignment #1: review the case study (I) - Nurse Practice Applications and respond to questions posed at the end.

Assignment #2: review the case study (II) - Nurse Manager Applications and respond to questions posed at the end.

Assignment #3: Workflow analysis and design- Describe the use of informatics for workflow analysis and design in your facility. Select a nursing task such as medication administration or wound care. Develop a systematic plan including timeline, resources, and potential funding. Describe current indicators of efficiency and effectiveness as well as inefficiency. Create a change process. Specify how it will be implemented: who, what is needed, and staff education.
Grading Scale

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## Course Outline

PLO=Program Learning Outcome CLO=Course Learning Outcome

*Articles available on e-Reserve at the Neman Library*

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Discussion Topics</th>
<th>PLO</th>
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<th>Lectures/Readings/Resources</th>
<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
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<td>Assessment and evaluation existing clinical information systems</td>
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<td>Project selection and management Information requirements analysis</td>
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<td>Week 7</td>
<td>Timeline (Gnatt chart, PERT/CPM); flowcharting</td>
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<td>Interprofessional applications and meaningful use</td>
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<td>Hebda, T., &amp; Czar, P. (2013). <em>Handbook of Informatics for Nurses and Healthcare Professionals</em> (5th Edition). Chapters 19, 20, 21</td>
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<td>14</td>
<td>Applications for nursing education</td>
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<td>Hebda, T., &amp; Czar, P. (2013). <em>Handbook of Informatics for Nurses and Healthcare Professionals</em> (5th Edition). Chapter 12</td>
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Program: Nursing Informatics
Course Name and Number: NURS 618 - Nursing Informatics Applications: Education, Research, Quality Management, Patient Care and Evidence-based practice
Credits: 3 credits
Pre- or Corequisite: NURS 615

Course Description:
This course guides students in assessing, planning, implementing, and evaluating nursing informatics in nursing education, research, quality management, patient care applications, and evidence based practice. Emphasis is on nursing informatics in clinical decisions, nursing management, collaborative practice, as well as ensuring quality, reducing patient errors and maximizing safety, and consumer uses. Educating and preparing staff in nursing informatics implementation is also addressed.

Course Learning Outcomes:
1. Analyze nursing clinical decision support systems.
2. Explore benchmarks and data resources for application to nursing practice.
3. Apply outcome and evidence-based management principles to nursing informatics practice.
5. Design effective strategies for data reporting.
6. Explore effective informatics use to ensure quality improvement.
7. Integrate nursing informatics research in practice.
8. Translate available data to information for consumer use.
9. Design strategies to promote nursing informatics comprehension and application by nurses.

Program Learning Outcomes/Competencies addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(5) Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidenced-based care; and quantify the impact on quality and safety.
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts affects patient outcomes; and identify the economic, legal, and political factors that influence health are.
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:
Nursing Informatics
1. Integrate organizational science and informatics theory to make changes in nursing practice.
2. Provide oversight and guidance in the selection and integration of technologies to document patient care and improve health outcomes.
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<td>Nursing informatics design for Evidence-based practice</td>
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Written Assignments

Assignment #1: Decision support tool design -Start by identifying the problem you would like to solve. Next describe the current workflow for this process. Who are the key stakeholders? Is there administrative support? Create a schemata
depicting this and include the following human-computer interface concepts- consistency; feedback; cognitive load; simplicity.

Assignment #2: Nursing informatics application for Quality Management- Identify a QM issue from your practice. Describe it in terms of population impacted; incidence rates; staff concerns. Develop an IT plan for tracking and management. Include who will manage and how to evaluate success.

Assignment #3: Nursing informatics design for evidence-based practice- Design an innovative process to use nursing informatics in promoting evidence-based nursing care. Explain the components; how it can be integrated on a nursing unit; costs in terms of personnel, time, system needs; and how you would evaluate its impact.

Grading Scale

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<td>Patient care applications</td>
<td>1, 3, 5, 6, 9 NI 1, 2, 3, 4, 1, 2, 3 Sengstack, PP and Boicey, CM (2015) Mastering Informatics: A Healthcare Handbook for Success Chapters 4</td>
<td>Assignment # 1 Decision support tool design</td>
<td>DB grading rubric</td>
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<td>Campbell, R The five rights of clinical decision support: CDS tools helpful for meeting meaningful use Retrieved from: <a href="">file</a></td>
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<td>5</td>
<td>Bedside nursing applications</td>
<td>1, 3, 5, 6, 9 NI 1, 2, 3, 4, 1, 2, 3 Sengstack, PP and Boicey, CM (2015) Mastering Informatics: A Healthcare Handbook for Success Chapters 16</td>
<td>DB: The Tiger Initiative pp. 20 and 21 case study analysis</td>
<td>DB grading rubric</td>
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<td>Benchmarking</td>
<td>1, 3, 5, 6, 9 NI 1, 2, 3, 4, 1, 2, 3 Sengstack, PP and Boicey, CM (2015) Mastering Informatics: A Healthcare Handbook for Success Chapters 4</td>
<td>DB: Benchmarking issues</td>
<td>DB grading rubric</td>
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<td>7</td>
<td>Data bases and applications</td>
<td>1, 3, 5, 6, 7, 8, 9 NI 1, 2, 3, 1, 2, 3 Sengstack, PP and Boicey, CM (2015) Mastering Informatics: A Healthcare Handbook for Success Chapters 8</td>
<td>DB: Nursing management minimum data set site</td>
<td>DB grading rubric</td>
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<td>8</td>
<td>Data outcome reporting</td>
<td>1, 3, 5, 6, 7, 8, 9 NI 1, 2, 3, 1, 2, 3 Sengstack, PP and Boicey, CM (2015) Mastering Informatics: A Healthcare Handbook for Success Chapters 9, 10, 11</td>
<td>DB: Evaluation online data</td>
<td>DB grading rubric</td>
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Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
| Week 10 | Research applications | 1, 3, 5, 6, 7, 8, 9 NI 1, 2, 3 | 1, 2, 3, 4, 5, 6, 7, 8 | McGonigle, D and Mastrian, K (2015) Nursing Informatics and the Foundation of Knowledge, 3rd edition Chapter 12, 13 | DB: Translational research DB grading rubric |
| Week 11 | Evidence-based practice applications | 1, 3, 5, 6, 7, 8, 9 NI 1, 2, 3 | 1, 2, 3, 4, 5, 6, 7, 8 | Kowittlawakul, Y (2011) The Technology Acceptance Model: Predicting nurses’ intention to use telemedicine technology CIN 29 (7) 411-418. | DB: Evidence-based practice models DB grading rubric |
| Week 13 | Staff training applications | 1, 3, 5, 6, 7, 8, 9 | 6, 7, 9 | Sengstack, PP and Boicey, CM (2015) Mastering Informatics: A Healthcare Handbook for Success Chapters 5  
TIGER NURSING INFORMATICS COMPETENCIES: [http://www.thetigerinitiative.org/docs/TigerReportInformaticsCompetencies_001.pdf](http://www.thetigerinitiative.org/docs/TigerReportInformaticsCompetencies_001.pdf) | DB: Staff acceptance  
nursing informatics  
DB grading rubric |
|---|---|---|---|---|
nursing informatics design for evidence-based practice  
DB: Personal Health Records.  
DB grading rubric |
| Week 15 | Nursing education applications | 1, 3, 5, 6, 7, 8, 9 | 6, 7, 8 | WHO (2013) E-health Retrieved from: [http://www.who.int/topics/ehealth/en/](http://www.who.int/topics/ehealth/en)  
DB grading rubric |
Program: Nursing Informatics
Course Name and Number: NURS 619 - Nursing Informatics Practicum
Credits: 6 credits
Prerequisite: NURS 618

Course Description:
This course will provide each student with a practicum experience in a nursing information technology setting. Students will assess information technology needs for the organization, identify legal and ethical concerns, explore the role of information technology in improving patient outcomes, and evaluate the effectiveness of current nursing information technology. This will include an eight-hour weekly practicum experience (120 hours total) in addition to the course work.

Course Learning Outcomes:
1. Analyze the role of the informatics nurse specialist (INS) in a healthcare setting.
2. Participate on an interprofessional team to contribute to INS role development and advance nursing informatics practice and health services.
3. Develop informatics strategies to address and resolve an identified need in nursing practice, education, administration, or research in a healthcare setting.
4. Evaluate informatics strategies to determine the impact on the affected groups in the healthcare setting.
5. Analyze financial aspects of nursing informatics strategies.
6. Contribute to nursing knowledge by formally disseminating evaluation analysis results through activities such as publications or presentations.
7. Advocate for local, national and global nursing informatics solutions.

Program Learning Outcomes/Competencies addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.
(2) Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(4) Develop health policies that address local and global population health issues.
(5) Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidenced-based care; and quantify the impact on quality and safety.
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes
Nursing Informatics
1. Integrate organizational science and informatics theory to make changes in nursing practice.
2. Provide oversight and guidance in the selection and integration of technologies to document patient care and improve health outcomes.
3. Analyze current and emerging technologies for applications in safety and quality improvement, research and evidence-based practice, and nursing education.
Instructor Contact Information:
Name:
Email:
Phone:
Office hours: As needed by email or phone
- Assignments will be graded and returned within 14 days of submission of the assignment.
- The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
- The instructor accesses and reviews the discussion boards frequently.

How this online course will work:
This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments.

Students will be required to:
- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
- Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
- Check SPS email at minimum 3 times per week for important information and updates.

Required Texts:

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125
Course Grading and Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>20%</td>
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<tr>
<td>Assignments</td>
<td></td>
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<tr>
<td>Nursing Informaticist Role development paper</td>
<td>10%</td>
</tr>
<tr>
<td>Targeted facility IT systems survey tool &amp; plan</td>
<td>30%</td>
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<tr>
<td>Capstone project</td>
<td>30%</td>
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<tr>
<td>Blogs</td>
<td>10%</td>
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<tr>
<td>Practicum evaluation</td>
<td>Pass/ Fail</td>
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<td></td>
<td>100%</td>
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</table>

**Discussion Board Questions:** The Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.

**Written Assignments**

**Assignment #1: Role Development Paper** - This 6–8-page paper will focus on the goals of the student as a nurse informaticist. A self-assessment of strengths, knowledge, and experience will be required. The paper must follow current APA format and use 5–7 appropriate academic resources.

**Assignment #2: Targeted facility IT systems survey tool and planned solution design** - The student will create a tool to assess the current facility healthcare information systems; gaps; and needs of nursing staff and then in collaboration with the facility IT team develop a planned solution for the facility’s healthcare information needs and gaps. The plan will include specifics regarding system details, hardware and software, staff training, implementation, and costs.

**Assignment #3: Capstone project** - This can be a research project, or it can be a practical project that is framed with research. The design or analysis of health informatics systems, programs, or applications are potential areas of work for the project. Program planning and policy development are also possible areas of focus. Community-based participatory projects are actively encouraged. To the extent possible, Capstone Projects have as a goal an active contribution to the field of health informatics.

**Blog:** Students will blog every other week describing their practicum site experiences and focus on the role of nurse educators as teacher, advisor, researcher, and scholar.

**Self-Evaluation:** The student will complete a self-evaluation of his/her practicum experience with the provided form.

**Preceptor Evaluation:** In Module/Week 8, the student will give his/her preceptor the provided form to complete an evaluation of his/her practicum experience. The preceptor will be responsible for sending a signed and completed form to the instructor. Refer to the MS Preceptor Handbook for important detailed information.

**The Nursing Information Practicum:** will total 120 hours (one day weekly for fifteen weeks). The student will be placed with a preceptor in a facility: hospital, clinic, long term care facility, community agency. The student will, in collaboration with the preceptor, assess the existing information programs; survey select nurses in the facility to determine needs/ gaps; and develop innovative healthcare information solution(s). The survey must be targeted to the facility, its population, and staff; the student will analyze results, develop potential solutions and present these to the IT and nursing organization in the facility; and. The survey, analysis and solutions will be evaluated by the preceptor and included in the Preceptor evaluation.
Additional activities will include participation in IT and nursing leadership meetings; participation in testing proposed solutions with preceptor; and discussion of the accreditation process and quality and safety initiatives.

**Grading Scale**

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
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<tr>
<td>Good - work is of above average quality</td>
<td>A-</td>
<td>90 - 92.9</td>
<td>3.7</td>
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<td></td>
<td>B+</td>
<td>87 - 89.9</td>
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<td>B</td>
<td>83 - 86.9</td>
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<td>Satisfactory</td>
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<td>C</td>
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<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 60</td>
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</table>

**Progression and Retention in the Nursing Program**

A minimum grade of “B” is required in all courses in the Nursing major. Students earning less than a “B” grade in a Nursing course may repeat the course one time and must attain a grade of “B” or better. A second earned grade of less than “B” in any Nursing Program Course will result in dismissal from the program.

**ACCESSIBILITY AND ACCOMMODATIONS:** The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see:

[http://sps.cuny.edu/student_services/disabilityservices.html](http://sps.cuny.edu/student_services/disabilityservices.html)

**ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY:** The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see:

[http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf](http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf)

**ACADEMIC INTEGRITY:** Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see:


**STUDENT SUPPORT SERVICES:** If you need any additional help, please visit Student Support Services:

[http://sps.cuny.edu/student_resources/](http://sps.cuny.edu/student_resources/)
**Course Outline**
PLO=Program Learning Outcome CLO=Course Learning Outcome
*Articles available on e-Reserve at the Neman Library

<table>
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<tr>
<th>Week/Date</th>
<th>Discussion Topics</th>
<th>PLO</th>
<th>CLO</th>
<th>Lectures/Readings/Resources</th>
<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
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<td>Week 1</td>
<td>Healthcare information team</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>Nelson, R &amp; Staggers, N (2014) Health Informatics Units 1 and 2 Alexander, S, Frith, K and Hoy, H (2015) Applied Clinical Informatics for Nurses 2015 Chapter 1, 2</td>
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<td>DB grading rubric</td>
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| Week 5 | Impact analysis | 4, 5, 6  
|        |                | NI 1, 2, 3  
|        |     | Caspi, H (2015) The Significant impact of nursing informatics on workflow, productivity Retrieved from:  
|        |     | HIMSS position paper:  
|        |     | McGonigle, D. & Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapters 16, 17, 18, 19, 26  
|        |     | DB: EMR integrity  
|        |     | DB grading rubric  
| Week 6 | Fiscal management | 5, 6, 8  
|        |                | NI 1, 2, 3  
|        |     | Ball, M (2005) Nursing Informatics of Tomorrow  
|        |     | DB: Financial aspects nursing informatics  
|        |     | DB grading rubric  
| Week 7 | Integration and implementation | 5, 6, 7, 8  
|        |                | NI 1, 2, 3  
|        | 3, 4, 5 | Nelson, R & Staggers, N (2014) Health Informatics Units 5, 6  
|        |     | McGonigle, D. & Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapters 10, 11  
|        |     | Bassett, J (2013) Implementing Nursing informatics Retrieved from:  
|        |     | http://nursing.advanceweb.com/Features/Articles/Implementing-Nursing-Informatics.aspx  
|        |     | Thede, L (2010) Informatics: Where is it?  
|        |     | http://www.nursingworld.org/MainMenuCategories/ANAMarketpl  
|        |     | Assignment # 2 Facility survey and IT system plan  
|        |     | DB: Design & implementation process stakeholders  
|        |     | DB grading rubric  
|        |     | Facility survey and IT system plan grading rubric  

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<th>Coordination and facilitation</th>
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<th>McGonigle, D. &amp; Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapters 11, 12</th>
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<th>DB grading rubric</th>
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<td>TIGER NURSING INFORMATICS COMPETENCIES: <a href="http://www.thetigerinitiative.org/docs/TigerReportInformaticsCompetencies_001.pdf">http://www.thetigerinitiative.org/docs/TigerReportInformaticsCompetencies_001.pdf</a></td>
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<td>Week 10</td>
<td>Education and training staff</td>
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<td>4, 5, 7</td>
<td>Nelson, R &amp; Staggers, N (2014) Health Informatics Unit 7</td>
<td>DB: Staff training IT</td>
<td>DB grading rubric</td>
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<td></td>
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<td>NI 1, 2, 3</td>
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<td>Alexander, S, Frith, K and Hoy, H (2015) Applied Clinical Informatics for Nurses 2015 Chapter 8, 9</td>
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<td>Week 11</td>
<td>Research</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>6, 7</td>
<td>McGonigle, D. &amp; Mastrian, KG (2015) Nursing Informatics and the Foundation of Knowledge Chapters 23, 24, 25</td>
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<td>Week 12</td>
<td>Compliance and integrity management</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>5, 6, 7</td>
<td>American Nurses Association (2015). Scope and Standards of practice nursing informatics. Washington, DC: American Nurses Publishing</td>
<td>DB: Regulatory compliance</td>
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<td>Week 13</td>
<td>Change management</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>5, 6, 7</td>
<td>Staggers, N, Gassert, C, Curran, C. Informatics Competencies for Nurses at Four Levels of Practice. <em>Journal of Nursing Education</em> 40.7 (Oct 2001): 303-16.</td>
<td>DB: Change management process</td>
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<td>Week 14</td>
<td>Policy development and advocacy</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
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<td>American Nurses Association (2015). Scope and Standards of practice nursing informatics. Washington, DC: American Nurses Publishing</td>
<td>Assignment # 3 Capstone project</td>
<td>DB grading rubric</td>
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<td>NI 1, 2, 3</td>
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<td>DB: Nursing informatics advocacy</td>
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</table>
CUNY School of Professional Studies

Program: Nursing Education Program
Course Name and Number: NURS 620 - Pedagogical Strategies and Best Practices in Nursing Education
Credits: 3 credits
Prerequisite: NURS 610

Course Description:
This course presents various teaching strategies associated with critical thinking in classroom and clinical settings. Students will plan, develop, implement, and evaluate active classroom, simulated and/or clinical instruction. A focus on engaging diverse learners will be included. Innovative pedagogy, such as simulation, virtual worlds, flipped classrooms, and distance education variations, will be explored.

Course Learning Outcomes:
1. Apply evidenced-based theory in the process of instructional design.
2. Analyze the needs of diverse learners when planning instructional methods.
3. Appraise the impact of patient outcomes, quality and safety initiatives on nursing education.
4. Integrate theoretical foundations of teaching and learning.
5. Analyze the role of educator, scholar, and collaborator in creating effective learning experiences.
6. Utilize available technology to enhance learning.
7. Develop innovative learning experiences appropriate for the environment and mode of delivery.
8. Use effective evaluation strategies to appraise learning.

Program Learning Outcomes/Competencies addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion
(2) Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution and application.
(4) Develop health policies that address local and global population health issues.
(5) Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidenced-based care; and quantify the impact on quality and safety.
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:
Nursing Education:
1. Demonstrate program planning and curriculum development is based on a comprehensive assessment of learning theories, styles, and needs of diverse learners.
2. Synthesize pedagogical strategies and best practices in the design, implementation, and evaluation of nursing curricula.
3. Use current and emerging technologies in the education of nursing students, practicing nurses, and faculty to support lifelong learning.
Instructor Contact Information:
Name:
Email:
Phone:
Office hours: As needed by email or phone
- Assignments will be graded and returned within 14 days of submission of the assignment.
- The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
- The instructor accesses and reviews the discussion boards frequently.

How this online course will work: This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments.

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- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
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- Check SPS email at minimum 3 times per week for important information and updates.

Required Texts:

Course Grading and Requirements:

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<th>Discussion Board Participation</th>
<th>30%</th>
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<td>Assignments</td>
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<tr>
<td>Course Student Learning Outcomes</td>
<td>20%</td>
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<td>Teaching strategies to promote critical thinking/ clinical decision making</td>
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<tr>
<td>Course syllabus design</td>
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Written Assignments

Assignment #1: Course Student Learning Outcomes - Develop 6-8 student learning outcomes for a course. First identify the program (undergraduate AAS, undergraduate BS, etc.) the course and student characteristics. Make sure the outcomes are student behaviors, measurable, and appropriate for the level of the student.

Assignment #2: Teaching strategies to promote critical thinking/clinical decision making - Create a chart with at least ten teaching strategies designed to promote critical thinking/clinical decision making. Describe the technique, identify where best used, advantages, disadvantages, and specifically how you would use it.

Assignment #3: Course syllabus design - Develop a syllabus for the course identified in assignment #1. Include teaching strategies, delivery mode (online; clinical, etc.) and a week-by-week list of content with readings and resources.

Grading Scale

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### Course Outline

PLO=Program Learning Outcome  CLO=Course Learning Outcome

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<thead>
<tr>
<th>Week/Date</th>
<th>Discussion Topics</th>
<th>PLO</th>
<th>CLO</th>
<th>Lectures/Readings/Resources</th>
<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
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<td>Week 1</td>
<td>Theoretical foundations of teaching</td>
<td>1, 2, 3</td>
<td>1, 4, 5</td>
<td>Billings, D.M. &amp; Halstead, J. A. (2016) Teaching in Nursing 5th Edition Chapters 1, 3, 5, 6, 13</td>
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<td></td>
<td></td>
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<td>Learning domains</td>
<td>1, 2, 3</td>
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<td>Billings, D.M. &amp; Halstead, J. A. (2016) Teaching in Nursing 5th Edition Chapter 15</td>
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<td>DB grading rubric</td>
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<td>Week 3</td>
<td>Learning styles/modalities</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>Billings, D.M. &amp; Halstead, J. A. (2016) Teaching in Nursing 5th Edition Chapter 14, 15</td>
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<td>Diverse learners</td>
<td>4, 7</td>
<td>1, 2</td>
<td>Billings, D.M. &amp; Halstead, J. A. (2016) Teaching in Nursing 5th Edition Chapters 2, 4, 16</td>
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<td>Week 5</td>
<td>Course learning outcomes and Learning activities/ distance learning</td>
<td>1, 2, 3</td>
<td>2, 3, 7</td>
<td>Billings, D.M. &amp; Halstead, J. A. (2016) Teaching in Nursing 5th Edition Chapters 10, 23</td>
<td>DB: Course learning outcomes and learning activities</td>
<td>DB grading rubric</td>
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<td></td>
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<table>
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<tr>
<th>Week</th>
<th>Student Learning Outcomes</th>
<th>1, 2, 3</th>
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<th>Billings, D.M. &amp; Halstead, J. A. (2016) Teaching in Nursing 5th Edition Chapters 10, 22, 23</th>
<th>Assignment # 1: Course student learning outcomes DB: Learning outcome evaluation methods DB grading rubric</th>
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<tr>
<td>Week 6</td>
<td>Evidenced-based nursing in the curriculum</td>
<td>4, 5, 7, 8, 9 NE 1, 2, 3</td>
<td>1, 3, 7</td>
<td>Billings, D.M. &amp; Halstead, J. A. (2016) Teaching in Nursing 5th Edition Chapters 5, 6, 7</td>
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<td>Quality and safety in the curriculum</td>
<td>3, 4, 5, 6 NE 1, 2, 3</td>
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<td>Billings, D.M. &amp; Halstead, J. A. (2016) Teaching in Nursing 5th Edition Chapters 5, 6, 7</td>
<td>DB: Student learner goals versus patient safety DB grading rubric</td>
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<td></td>
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<td>Dolansky, MA &amp;Moore, SM (2013) Quality and safety education for nurses (QSEN): The key is systems thinking. <em>The Online Journal of Issues in Nursing</em>, 18 (3)</td>
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<td>Week 9</td>
<td>Teaching strategies to promote critical thinking</td>
<td>1, 2, 3, 5, 7</td>
<td>1, 2, 4, 7</td>
<td>Billings, D.M. &amp; Halstead, J. A. (2016) Teaching in Nursing 5th Edition Chapters 12, 15</td>
<td>Assignment # 2: Teaching strategies DB grading rubric</td>
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Week 10
Learning environments-classroom
1, 2, 3, 7
NE 1, 2, 3
1, 5, 6, 7, 8


Week 11
Learning environments-lab/simulation
1, 2, 3, 4, 5, 6, 7, 8
NE 1, 2, 3
1, 2, 3, 4, 5, 6, 7, 8


Week 12
Learning environments-clinical
1, 2, 3, 4, 5, 6, 7, 8
NE 1, 2, 3
1, 2, 3, 4, 5, 6, 7, 8

Lovecchio, CP, DiMattio, JK and Hudacek, S (2015) Predictors of Undergraduate Nursing Student Satisfaction with Clinical
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**Week 13**  
**Evaluation of learners**  
1, 2, 3, 4, 5, 6, 7, 8, NE 1, 2, 3  
4, 6, 7, 8  
DB: Purpose learner evaluation

**Week 14**  
**Social media in the classroom**  
1, 2, 3, 4, 5, 6, 7, 9, NE 1, 2, 3  
1, 2, 5, 6  
https://www.ncsbn.org/NCSBN_SocialMedia.pdf  
DB: Social media and HIPPAA?

**Week 15**  
**Management learning environments**  
1, 2, 3, 4, 5, 6, 7, 8, NE 1, 2, 3  
1, 2, 5, 6, 8  
DB: Nursing education ethics
Course Name and Number: NURS 621 - Leading and Managing Health Care Disparities and Underserved Populations
Credits: 3 credits
Prerequisite: NURS 611

Course Description:
This course is focused on advanced organizational leadership. Students prepare for leadership roles within healthcare systems, health-related business organizations, community-based organizations, and healthcare regulatory agencies. The course provides for a synthesis of advanced business skills, knowledge of healthcare, and highly developed communication skills to evaluate organizational dynamics, and performance. The Action Research Model, risk-taking, strategic leadership, creativity, and systems theory provide the context for the educational exercises/course project. Each student will have a practicum experience in a community-based organization, healthcare organization, or healthcare regulatory agency setting. Students will determine patient needs, collaborate with inter-professionals to secure services, identify quality and safety issues, and evaluate plan effectiveness. This course will include an eight-hour weekly (120 hours total) practicum experience in addition to the course work.

Course Learning Outcomes:
At the end of this course, students will be able to:
1. Evaluate racial and ethnic disparities in health care;
2. Evaluate the usefulness of different theories to explain health care disparities;
3. Analyze the interactions between health and behavior within the context of nursing;
4. Evaluate ethical implications of nursing and health care intervention strategies at all levels;
5. Evaluate strategies to improve health literacy in the United States.
6. Conduct population assessments and propose health care that will facilitate access, quality, and cost-efficient care to the underserved populations
7. Evaluate population level practice
8. Analyze strategies to engage communities and stakeholders through collaboration
9. Assess Organizational Leadership practice issues in relation to ethical decision making and population cultural determinants that may influence the delivery and effectiveness of health care.

Program Learning Outcomes/Competencies addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.
(2) Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(4) Develop health policies that address local and global population health issues.
(5) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidence-based care; and quantify the impact on quality and safety
(8) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:
Nursing Organizational Leadership
1. Analyze how policies impact the structure and financing of health care, nursing organizations, and health outcomes.
2. Advocate and mentor the professional nurse as a member and leader of interprofessional teams.
Instructor Contact Information:
Name:
Email:
Phone:
Office hours: As needed by email or phone
- Assignments will be graded and returned within 14 days of submission of the assignment.
- The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
- The instructor accesses and reviews the discussion boards frequently.

How this online course will work: This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments.

Students will be required to:
- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
- Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
- Check SPS email at minimum 3 times per week for important information and updates.

Required Texts:

Course Grading and Requirements:

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<tr>
<th>Discussion Board Participation</th>
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<tr>
<td>Assignments</td>
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<td>Assignment # 1: Health Behavior Theories Paper</td>
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<tr>
<td>Assignment # 2:Health Disparities Analysis Paper and Presentation [Conceptual analysis and action plan for health disparity problem with recommendations]</td>
<td>20%</td>
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<tr>
<td>Assignment # 3: Population Care Management Plan Paper</td>
<td>30%</td>
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Written Assignments: You are required to complete four written assignments. The written assignments are on a variety of topics associated with the course modules.

Assignment #1: is an analysis of Health Disparities and requires a Paper and concise Presentation. Students will be expected to select a health disparity, compare/ contrast models used to address the disparity over the last 10 years, examine the theoretical constructs in the model

Assignment #2: is an analysis of Health Behavior theories of change within the context of health disparities and will be submitted as paper.

Assignment #3: is a population care management plan, and will be a group project. Students will collaborate to identify a population, apply evidence, design a community based program for implementation and identify benchmarks to evaluate it. It will be submitted as a group presentation

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http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2014/rwjf411511  
http://www.cdc.gov/socialdeterminants/Definitions.html  
Centers for Disease Control and Prevention [CDC] (2013) CDC Health Disparities & Inequalities Report 2013,  
http://www.cdc.gov/minorityhealth/CHDIReport.html  
Kaiser Family foundation (2012, November 30) *Disparities in Health and Health Care: Five Key Questions and Answers*.  


10.1177/0002764213487340 http://scholar.harvard.edu/files/davidrwilliams/files/2013b_0.pdf?m=1408312935

### Week 3

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### Week 4

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Issues in Disparities


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<th>Week</th>
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| Week 7 | Health Behavior Change Approaches to Address Health Disparities (continued) | Nápoles AM, Santoyo-Olsson J, Stewart AL. (2013) *Methods for Translating Evidence-Based Behavioral Interventions for Health-Disparity Communities*. Preventing Chronic Disease: 10; 130- 133. DOI: http://dx.doi.org/10.5888/pcd10.130133  
http://www.cdc.gov/pcd/issues/2013/13_0133.htm  
http://www.nap.edu/read/13016/chapter/4 | DB: What’s Reading Got to do with it? |
https://www.healthypeople.gov/sites/default/files/EvidenceBasedClinicalPH2010.pdf  
http://www.nap.edu/read/13016/chapter/5 | Assignment # 2:: Health Disparities Analysis Paper  
DB: Applying evidence – the population case method |
http://www.nap.edu/read/13016/chapter/5 | How do information systems improve population outcomes? |

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CUNY School of Professional Studies

Program: Nursing Organizational Leadership

Course Name and Number: NURS 622 - Nursing Quality and Safety Strategic Planning

Credits: 3 credits

Prerequisite: None

Course Description:
This course will introduce students to the role of nursing leaders in the planned process of developing an organization to ensure the optimal level of performance as measured by effectiveness, productivity, health, quality, and safety. Quality and safety are central concepts in this course and are considered from both the operational and strategic planning perspective. A nursing unit operating budget is examined in detail. Additional topics covered include zero based budgeting, cost estimation and forecasting, break-even analysis, performance budgeting, flexible budget variance analysis, and capital budgeting. Health care examples and applications are used throughout all parts of the course. Strategic planning for healthcare organizations is emphasized.

Course Learning Outcomes:
At the end of this course, students will be able to:
1. Analyze leaders/managers responses to the national priorities for quality and safety using the principles of health care administration;
2. Identify approaches used in health systems management problem-solving from both a practical and strategic perspective;
3. Apply ethical principles in problem-solving around issues of cost, quality and access;
4. Define and describe strategies used to develop and maintain an environment conducive to effective inter-professional practice in health care settings;
5. Understand the interrelationship between practical and strategic thinking in order to achieve organizational goals;
6. Analyze communication patterns used in organizations to achieve decision-making, policy development and implementation of strategic initiatives;
7. Examine principles of healthcare economics, finance, and budgeting to improve delivery models within healthcare organizations;
8. Analyze strategies which promote cost effective and accessible quality care for diverse populations;
9. Identify critical steps in the development of a successful strategic plan.

Program Learning Outcomes/Competencies addressed by the course:
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidenced-based care; and quantify the impact on quality and safety.
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:
Nursing Organizational Leadership
1. Analyze how policies impact the structure and financing of health care, nursing organizations, and health outcomes.
2. Advocate and mentor the professional nurse as a member and leader of interprofessional teams.
3. Develop a nursing organization business plan utilizing budgeting, cost-benefit analysis, and marketing principles.

Instructor Contact Information:
Name:
Email:
Phone:
Office hours: As needed by email or phone

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• Assignments will be graded and returned within 14 days of submission of the assignment.
• The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
• The instructor accesses and reviews the discussion boards frequently.

How this online course will work: This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments.

Students will be required to:
• Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
• Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
• Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
• Check SPS email at minimum 3 times per week for important information and updates.

Required Texts:

Course Grading and Requirements:

<p>| | |</p>
<table>
<thead>
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<tr>
<td>Discussion Board Participation</td>
<td>20%</td>
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<tr>
<td>Assignments</td>
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<tr>
<td>Reflective Writing Assignment</td>
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<td>PPP on Quality &amp; Safety Assignment</td>
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<tr>
<td>Team Case Analysis Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Strategic Plan Assignment</td>
<td>30%</td>
</tr>
</tbody>
</table>

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Written Assignments: You are required to complete four written assignments. The written assignments are on a variety of topics associated with the course modules.

Reflective Writing Assignment: The reflective writing assignment is based on the strategic planning, quality & safety readings. Students are required to produce a written response to 4 learning topics provided by the instructor. The grading rubric can be found in blackboard under the course information tab.

Power Point Presentation on Quality & Safety Assignment (PPP): The power point presentation assignment requires the student to develop a PPP using an initiative for Quality & Safety in Health found on the AHRQ (Agency for Healthcare Research & Quality) website. The student is expected to incorporate the National Patient Safety Goals and SBAR in the presentation. Guidelines for the PPP and the Grading rubric can be found on blackboard under the Course Information tab.

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Team Case Analysis Assignment: The team case analysis assignment will require the student to actively engage in a group that analyzes a case study designed to present a realistic healthcare situation. The groups’ goal is to analyze the case using the information from the readings on cost, quality & access. Guidelines for the Team Case Analysis Assignment and the Grading rubric can be found on blackboard under the Course Information tab.

Strategic Plan Assignment: The strategic plan assignment is a group project that simulates a realistic strategy project in a health care organization. Professionalism, ethical decision-making, operational management skills, critical steps in strategic planning, quality and safety should be demonstrated in this paper. Guidelines for the Strategic Plan Assignment and the Grading rubric can be found on blackboard under the Course Information tab.

Grading Scale

<table>
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PLO=Program Learning Outcome  CLO=Course Learning Outcome

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<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>National priority for Quality &amp; Safety in Healthcare</td>
<td>6,7 NO 1</td>
<td>1,3,8</td>
<td>Text-Sare &amp; Ogilvie-Chapter 1</td>
<td>DB topic: National priority for quality and safety in healthcare</td>
<td>DB grading rubric</td>
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<tr>
<td>Week 2</td>
<td>Organizational values, mission and strategic planning</td>
<td>8,9 NO 1</td>
<td>2,3,5,6,9</td>
<td>Text-Sare &amp; Ogilvie-Chapter 4</td>
<td>DB topic: What is strategic planning?</td>
<td>DB grading rubric</td>
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<td>Week 3</td>
<td>Quality and Safety Performance improvement overview</td>
<td>7 NO 1, 2,3</td>
<td>1,8</td>
<td>Text-Sare &amp; Ogilvie-Chapter 2</td>
<td>DB topic: The healthcare habitat</td>
<td>DB grading rubric</td>
</tr>
<tr>
<td>Week 4</td>
<td>Quality and performance improvement accountability measurement/metrics of quality and performance</td>
<td>7,8 NO 1</td>
<td>1,2,5</td>
<td>Text-Sare &amp; Ogilvie-Chapter 3</td>
<td>DB topic: The business we find ourselves in PPP Assignment due</td>
<td>DB grading rubric</td>
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<tr>
<td>Week 5</td>
<td>Performance measures and metrics</td>
<td>8 NO 1, 2, 3</td>
<td>2,5,6, 9</td>
<td>Text-Sare &amp; Ogilvie-Chapter 5 Polinder, S.; Haagsma, J.; VanKlaveren, D.; et al. (2015). Health-related quality of life after TBI: A systematic review of study design, instruments, measurement properties, and outcome. Population Health Metrics: 13(1):1-12.</td>
<td><strong>DB topic:</strong> Tools from the strategic planning workbench</td>
<td><strong>DB grading rubric</strong> Reflective Writing rubric</td>
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<td>Week 6</td>
<td>Models for quality improvement</td>
<td>7 NO 1, 2, 3</td>
<td>1,2,5, 8</td>
<td>Text-Sare &amp; Ogilvie-Chapter 6 Ritz, D. (2013). Quality and safety of detailed clinical models. Studies in Health Technology and Informatics: 193:261-268.</td>
<td><strong>DB topic:</strong> Quality improvement models</td>
<td><strong>DB grading rubric</strong></td>
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<tr>
<td>Week 7</td>
<td>Principles of health economics</td>
<td>9 NO 1, 2, 3</td>
<td>1,5,6, 7,8,9</td>
<td>Text-Sare &amp; Ogilvie-Chapter 7 Academy of Managed Care. (2014) Health economics outcomes and payers' perspective. American Health &amp; Drug Benefits: October: 7 (7): 401-408.</td>
<td><strong>DB topic:</strong> Health economics</td>
<td><strong>DB grading rubric</strong></td>
</tr>
<tr>
<td>Week 8</td>
<td>Budgeting, project, program planning, Developing a business plan</td>
<td>8 NO 1, 2, 3</td>
<td>7,8,9</td>
<td>Text-Sare &amp; Ogilvie-Chapter 8 Rishel, C. (2014). Financial savvy: The value of business acumen in oncology nursing. Nursing Forum: May: 41(3): 324-326.</td>
<td><strong>DB topic:</strong> Strategic planning theories related to budgeting</td>
<td><strong>DB grading rubric</strong></td>
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<tr>
<td>Week 9</td>
<td>Cost effectiveness and cost benefit analysis for program evaluation</td>
<td>8 NO 1, 2, 3</td>
<td>7,8,9</td>
<td>Text-Sare &amp; Ogilvie-Chapter 9 Kanters, M.; Bocarro, J.; Filardo, M.; et al. (2014). Shared use of school facilities with community organizations and afterschool physical activity program participation: A cost benefit assessment. Journal of School Health: May: 84(5): 302-309.</td>
<td><strong>DB topic:</strong> Program evaluation: from a cost perspective</td>
<td><strong>DB grading rubric</strong> Reflective Writing Rubric</td>
</tr>
<tr>
<td>Week 10</td>
<td>Nursing unit operational budget</td>
<td>8 NO 1, 2, 3</td>
<td>7,8</td>
<td>Text-Sare &amp; Ogilvie-Chapter 10 Sample nursing unit operational budget(found under week 10 under weekly schedule on blackboard)</td>
<td><strong>DB topic:</strong> Operational budget</td>
<td><strong>DB grading rubric</strong> Team case Analysis Assignment due</td>
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<tr>
<td>Week 11</td>
<td>Research in patient safety and quality improvement</td>
<td>7,9 NO 1, 2, 3</td>
<td>1,8</td>
<td>Text-Sare &amp; Ogilvie-Chapter 11 Sendelbach, S.; Wahl, S.; Anthony, A.; and Shotts, P. (2015). Stop the noise: A quality improvement project to decrease electrocardiographic nuisance alarms. Critical</td>
<td><strong>DB topic:</strong> Research in patient safety and quality</td>
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Week 12: Ethics and leadership

Week 13: Health Disparities

Week 14: Diversity and access to care

Week 15: Inter-professional practice and leading the interdisciplinary team.
Program: Nursing Organizational Leadership
Course Name and Number: NURS 623 - Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations
Credits: 3 credits
Prerequisite: NURS 621

Course Description:
In this course, students discuss the basis for effective leadership in nursing and in the U.S. healthcare environment, strategic planning, operational management, national healthcare regulatory agencies, and the challenges healthcare leaders face now and in the future. This course explores the application of behavioral sciences to human resources management in healthcare. Theories and approaches to leadership will be compared along with the impact of these theories and roles on the organization. Key elements to becoming an effective transformational leader will be explored. The emphasis of this course is on examining, conducting, and evaluating competency-based and culturally competent nursing administrative practices in the management of human resources. Based on criteria from ANA Scope and Standards for Nurse Administrators, Code of Ethics, and national healthcare agency accreditation, the student uses relevant theoretical and evidence-based research to address issues related to the restructuring of the health care environment, hiring, employment, labor relations, employee assistance, and problems of harassment, discrimination, workplace violence, nursing staff turnover, and advocating for the well-being of nurses in multicultural and diverse health care settings.

Course Learning Outcomes:
At the end of this course, the student will be able to:

1. Apply the concepts of mental models, personal mastery, shared vision, and team learning to systems thinking.
2. Apply the concepts of complexity theory and other relative theories when planning new methods of health care delivery.
3. Use strategies of systems thinking to create health care delivery that provides quality outcomes for patients
4. Apply benchmarking, statistical process control, reduction of variation and design, to create, direct, and evaluate quality improvement methodologies that will promote safe, timely, effective, efficient, equitable, and patient centered care.
5. Implement processes to evaluate outcomes of practice, practice patterns, and systems of care using the complexity theory.
6. Develop accountability plans that will ensure systems improvement for the delivery of safe, quality health care moving away from personal blame to a systems problem.
7. Analyze interrelationships between the key players in the delivery of health care
8. Use team-learning skills to transform conversational and collective thinking skills into group intelligence.
9. Use health care finance concepts including operations budget, capital budget, payer reimbursement fees, to analyze the planning, implementation, negotiations, and management of a health care delivery.
10. Evaluate reimbursement methods and use negotiating skills in contract negotiations with payers and vendors.
11. Examine theories and concepts of human resource management and direct the allocation of human resources following labor laws and regulations

Program Learning Outcomes addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.
(2) Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(4) Develop health policies that address local and global population health issues.
(5) Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidenced-based care; and quantify the impact on quality and safety.
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:
Nursing Organizational Leadership
1. Analyze how policies impact the structure and financing of health care, nursing organizations, and health outcomes.
2. Advocate and mentor the professional nurse as a member and leader of interprofessional teams.
3. Develop a nursing organization business plan utilizing budgeting, cost-benefit analysis, and marketing principles.

Course Grading and Requirements:

| Participation in Online Think Tank Discussions | 50% |
| Business Plan Development                   | 20% |
| Presentation                                | 20% |
| Reflection                                  | 10% |

Discussion Board Questions: The Think Tank Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.

Business Plan (Course Project) & Presentation: Think Tank weekly discussions will lead you to the Final Project, which will give you 40% of the grade. This is a collaborative project so you will continue working in your think tanks. Each think tank will identify early in the semester one of the following projects to complete:

- Create a new community health care services delivery model or facility, and develop a business plan and Multi-media PowerPoint Presentation for this project
- Create a proposed expansion for an existing organization and a business plan with multi-media PowerPoint Presentation to present to the Board of Directors
- Organize and create a company that will sell its nursing services to insurance companies, hospitals, or other health care service providers
- Develop a process change proposal, which includes designing, and implement process changes creating advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena.

Start brainstorming and discussing ideas for the final project early in the semester. So begin with the end in mind. Review the Assignments: Final Project and Reflections Paper folder to determine what the expectations are and pay particular attention to the weekly assignments’ topics. You will need to use creative and critical thinking skills within your think tank groups to collaboratively synthesize the information that is provided for you in this course to complete a successful project of your choice as a group. Each think tank will write a business plan and create a PowerPoint presentation and submit both items through the appropriate link in the Assignments folder. In addition to submitting their paper and PowerPoint presentation, each group will create a multi-media presentation and post it on the class Discussion Board in the forum called Final Project Presentation so that other class members can view it and react to it.

Reflection Paper Assignment: At the end of the semester you will complete a reflection paper that answers the following questions:
- How did the nature of the course content impact your level of thinking?
- How did your individual thinking processes change after exposure to the concepts of systems thinking and complexity theory?
- How can the nursing profession use Systems thinking and the Complexity theory to develop new ways of thinking and redefine the profession?
What can your role be in leading this transformation?
Did the awareness of systems thinking concepts and complexity theory concepts affect the dynamics of your group's collaboration?
How were these changes manifested?

Grading Scale

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</table>
| Week 1    | Transformational Leadership in a Changing World / Learning to Work in a Think Tank/ Starting with the End in Mind- Overview of Final Project | 1, 2, 3, 7, 8, 9 NO 1 | **Videos:**
Course Introduction –see weekly schedule
**PPTS:**
1) Introduction to Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations
2) Working in a Think Tank
3) Final Project Guidelines –Creating a new entity for delivering health care services by designing or redesigning a current delivery method.

**Readings:** Text-Roussel Chapter 21

**Websites:**
Think Tank Research – Brookings Institute-
http://www.brookings.edu
https://80000hours.org/career-guide/top-careers/profiles/think-tank-research
Ten Tips for Organizing a Think Tank-
https://www.linkedin.com/pulse/10-tips-organizing-think-tank-rodney-c-sullivan
Digitizing Healthcare: Using a Think Tank and the Delphi Method-

What Think Tanks Do -
https://www1.cfnc.org/Plan/For_A_Career/Career_Cluster_Profile/Cluster_Article.aspx?articleId=VAP1Ulq1e14GvL2JIN8sKgXAP3DPAXXAP3DAX&clid=5caBy284XLk8QAXAP2BPAXYp1S2QQXAP3DPAXXAP3DAX&sectionId=3

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<th>DB: Think tank discussion</th>
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<tbody>
<tr>
<td>DB rubric</td>
</tr>
<tr>
<td>Introduction to classmates due Sunday @ 11:59PM EST*See weekly schedule for directions</td>
</tr>
<tr>
<td></td>
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</table>

| Week 2 | Systems Theory, Terminology & Concepts | 8, 9 NO 1, 2 | **PPTS:** Systems Theory Terminology & Concepts
**Readings:** Peter Senge (2006) - The Fifth Discipline Chapters 1,3,4,5,18 | DB: Think tank systems theory in nursing management | DB rubric |
|--------|---------------------------------------|-------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------|
### Week 3

| Date:   | Complexity Theory, Terminology & Concepts | 3,9 NO 1, 2 | 2,5,8 | PPTS: Complexity Theory & Terminology and Concepts
| Readings: Text - Complexity and Management: Fad or Radical Challenge to Systems Thinking-Stacey, Griffin, & Shaw (2002)-Chapter 1, 2, 3, 4, 5
Websites: IOM Round Table on Population Health http://iom.nationalacademies.org/Activities/PublicHealth/PopulationHealthImprovementRT.aspx | DB: Think tank-Complexity theory and nursing management | DB rubric |

### Week 4

| Date:   | Organizational Concepts & Structures/Delegation/Change Planning | 1, 2, 3, 4, 5, 6, 7, 8, 9 NO 1, 2, 3 | 7,3,8 | PPTS: 1) Key Players in Health Care System  
2) Organizational Concepts and Structures 
Readings: Text-Roussel – Chapter 5, 7  


**Websites:**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Strategic &amp; Operational Planning, Marketing</th>
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<tr>
<td>Date:</td>
<td>PPTS: Strategic Planning</td>
<td>Developing a Business Plan</td>
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<tr>
<td></td>
<td>Readings: Text- Roussel-Chapter 9</td>
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<tr>
<td></td>
<td><em>Articles</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week 6 | Financial | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | PPTS: Financial Concepts of Budgeting | DB: Risk Think tank-Magnet hospital standards | DB rubric |

Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015
| Week 7 Date: | Human Resource Development, Recruitment, Retention & Diversity | 1, 2 NO 1, 2, 3 | 6,8,11 | PPTS: 
Readings: Text- Roussel-Chapter 8 (Pages 310-329), 10, 23 
*Articles: 
|-----------------|-------------------------------------------------|-----------------|-------|---------------------------------|--------------------------------|------------------|
| Week 8 Date: | Managing the Process of Care Delivery | 2 NO 2, 3 | 3,8,9 | PPTS: Historical Overview of Nursing Care Delivery Models 
Readings: Text-Roussell-Chapter 12, 16 | Websites: | DB: Think tank-Recruitment diverse staff |

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| Week 9 | Tools for Evaluating Operations and Care Delivery Systems | 7 NO 1, 2, 3 | 4,8 | PPTS: Quality Improvement Tools for Measuring Performance  
Readings: Text-Roussel-Chapter 16  
*Articles:  
| --- | --- | --- | --- | --- | --- | --- |
| Week 10 | Quality Management, Key to Patient Safety | 7 NO 1, 2, 3 | 4,6,8 | PPTS: Quality Management in Health Care & Patient Safety  
Readings: Text-Roussel-Chapter 17  
*Articles:  
Websites:  
AHRQ - http://www.ahrq.gov/  
| Week 11 | Health Policy, Laws, and Regulatory | 3, 8 NO 1, | 8,11 | PPTS: Nursing and the Law | DB: Think tank- ACA and SCOTUS | DB rubric |
| Date: | Issues | 2, 3 | Health Policy, Laws, and Regulatory Issues  
**Readings:** Text-Roussel-Chapter 14  
**Articles:**  
The ACA: Implications for Public Health Policy and Practice  
[http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001814](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001814)  
**Websites:**  
Affordable Care Act - [http://www.hhs.gov/healthcare/rights](http://www.hhs.gov/healthcare/rights)  
10 Titles in the Affordable Care Act -  
significant impact on funding for nursing education)  
The ACA: Implications for Public Health Policy and Practice  
[http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001814](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001814)  
Nursing’s role in healthcare reform-  
AONE Certificate Program in Healthcare Finance-  
| Week 12 | Conflict Resolution & Labor Relations/Managing Tension Between Production & Protection in Providing Services to Patients | 1, 2, 3 |  
**Video**  
Example of Conflict, Definition of Conflict, & Cause of Conflict Escalation  
[https://www.youtube.com/watch?v=KY5TWVz5ZDU](https://www.youtube.com/watch?v=KY5TWVz5ZDU)  
Conflict Competence: The Role of Leaders in Addressing Unprofessional Conduct  
[https://www.youtube.com/watch?v=DzaMraXfJck](https://www.youtube.com/watch?v=DzaMraXfJck)  
Ted Conflict: Examples of 3 Sides of Conflict  
[https://www.youtube.com/watch?v=6xCkhV7zhuw](https://www.youtube.com/watch?v=6xCkhV7zhuw)  
How to Negotiate So Everyone Wins, Especially You! Case Western University School of Law  
[https://www.youtube.com/watch?v=qtU3zrlcIlu](https://www.youtube.com/watch?v=qtU3zrlcIlu)  
**Readings:**  
Text-Roussel- Chapter 8 (Pages 330-333) |  |  
|  |  |  |  | DB: Think tank- labor representation and nursing management  
|  |  |  |  | DB Rubric  

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CUNY School of Professional Studies  
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**Websites:**
- Thomas Kilman Conflict Mode Instrument: [http://lnu.se/polopoly_fs/1.88249!thomas-kilman-conflict%20english%20original.pdf](http://lnu.se/polopoly_fs/1.88249!thomas-kilman-conflict%20english%20original.pdf)

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Project Development</th>
<th>6, 8, 9 NO 1, 2, 3</th>
<th>1, 2, 3, 8</th>
<th>PPTS: Developing a Successful Business Plan: Text- Harris, Roussel, Walters, &amp; Dearman, Chapter 14</th>
<th>Assignment: Project Presentation and Business Plan</th>
<th>DB: Think tank-Business skills for nurse managers</th>
<th>DB Rubric Project Presentation and Business Plan Rubric</th>
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<tbody>
<tr>
<td>Date:</td>
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<tr>
<td>Week 14</td>
<td>Project Presentations</td>
<td>6, 8, 9 NO 1, 2, 3</td>
<td>1, 2, 38</td>
<td>PPTS: Student Project Presentations</td>
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<tr>
<td>Date:</td>
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<tr>
<td>Week 15</td>
<td>Project Presentations</td>
<td>6, 8, 9 NO 1, 2, 3</td>
<td>1, 2, 3, 8</td>
<td>PPTS: Student Project Presentations</td>
<td></td>
<td>Assignment: Reflection</td>
<td>DB: Think tank-Future roles nursing management</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
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</tbody>
</table>
Program: Nursing Education  
Course Name and Number: NURS 630 - Measurement and Evaluation in Nursing Education  
Credits: 3 credits  
Prerequisite: PSY 625

Course Description:
This course provides an analysis of theories of measurement and evaluation as they relate to nursing education in schools of nursing and healthcare agencies. Measurement and evaluation techniques appropriate for classroom and clinical nursing are studied; and their strengths and limitations are assessed. Total program evaluation relevant for accreditation and ethical, legal and social issues are analyzed.

Course Learning Outcomes:
At the end of this course, students will be able to:
1. Analyze the goals and purposes of evaluation in nursing education.
2. Describe components of a systematic evaluation plan.
3. Explain the relationship between student learning outcomes and evaluation strategies.
4. Develop multiple choice test items at the application- analysis level.
5. Analyze test item results.
6. Describe methods of evaluating higher level, critical thinking and clinical decision making skills.
7. Develop a rubric for evaluation of written assignment.
8. Explain methods of lab/ simulation and clinical competency testing.
9. Discuss legal, social and ethical evaluation issues.

Program Learning Outcomes/Competencies addressed by the course:
(1)Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.  
(2)Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.  
(3)Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.  
(4)Develop health policies that address local and global population health issues.  
(6)Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.  
(9)Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:
Nursing Education:  
1. Demonstrate program planning and curriculum development is based on a comprehensive assessment of learning theories, styles, and needs of diverse learners.
2. Synthesize pedagogical strategies and best practices in the design, implementation, and evaluation of nursing curricula.
3. Use current and emerging technologies in the education of nursing students, practicing nurses, and faculty to support lifelong learning.

Instructor Contact Information:  
Name:  
Email:  
Office hours: As needed by email or phone  
• Assignments will be graded and returned within 14 days of submission of the assignment.
The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours. The instructor accesses and reviews the discussion boards frequently.

How this online course will work: This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments.

Students will be required to:
- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
- Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
- Check SPS email at minimum 3 times per week for important information and updates.

Required Texts:

Course Grading and Requirements:

<table>
<thead>
<tr>
<th>Discussion Board Participation</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Multiple choice test item development</td>
<td>15%</td>
</tr>
<tr>
<td>Analysis sample test statistics</td>
<td>20%</td>
</tr>
<tr>
<td>Rubric development for a written assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Competency evaluation tool for lab/simulation/clinical</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Discussion Board Questions: The Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.

Written Assignments:
Assignment # 1: Multiple choice test item development: Using the guidelines in McDonald ME (2014) The Nurse Educator’s Guide to Assessing learning Outcomes third edition, develop 20 test items focused on a specific health issue and patient population. Ensure items are at the analysis/ application level.
Assignment #2: Analysis sample test statistics: review the sample exam statistics: identify test items that have appropriate p levels and biserial levels. Explain which test items you would delete based on test statistics; which items you would re-write. Identify any test items that have p level greater than 90 you would retain and provide a rationale.

Assignment #3: Rubric development for a written assignment - Create a written assignment appropriate for a BS level nursing student (generic or RN-BS) and a specific grading rubric. The grading rubric should include four categories: excellent, good, average, unsatisfactory. Ensure all assignment components are clearly graded in the rubric.

Assignment #4: Competency evaluation tool for lab/simulation/clinical - Identify a specific clinical, simulation or campus lab experience. Create a competency evaluation tool with three grading categories (Proficient, satisfactory, Unsafe) that includes all relevant steps/aspects of the experience.

Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90 - 92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Good - work is of above average quality</td>
<td>B+</td>
<td>87 - 89.9</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>83 - 86.9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80 - 82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>77 - 79.9</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>73 - 76.9</td>
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</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 60</td>
<td>0</td>
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Progression and Retention in the Nursing Program
A minimum grade of “B” is required in all courses in the Nursing major. Students earning less than a “B” grade in a Nursing course may repeat the course one time and must attain a grade of “B” or better. A second earned grade of less than “B” in any Nursing Program Course will result in dismissal from the program.

ACCESSIBILITY AND ACCOMMODATIONS: The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. Please see:
http://sps.cuny.edu/student_services/disabilityservices.html

ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see:
http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf

ACADEMIC INTEGRITY: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students’ personal and intellectual growth. Please see:

STUDENT SUPPORT SERVICES: If you need any additional help, please visit Student Support Services:
http://sps.cuny.edu/student_resources/
Course Outline
PLO=Program Learning Outcome  CLO=Course Learning Outcome
*Articles available on e-Reserve at the Neman Library

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Discussion Topics</th>
<th>PLO</th>
<th>CLO</th>
<th>Lectures/Readings/Resources</th>
<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
</table>
| Week 1    | Goals and purposes of evaluation in nursing            | 1, 2 | 3   | 1. Oermann, M.H. and Gaberson, K.B. (2014) Evaluation and testing in nursing education. 4th edition Chapters 1, 2  
| Week 2    | Developing a systematic evaluation plan                 | 1, 2 | 3   | 2, 3. Oermann, M.H. and Gaberson, K.B. (2014) Evaluation and testing in nursing education. 4th edition Chapter 18  
| Week 4    | Test item development                                  | 1, 2 | 3, 4, 6, 9 | 3, 4, 5. Oermann, M.H. and Gaberson, K.B. (2014) Evaluation and testing in nursing education. 4th edition Chapters 4, 5  
  McDonald ME (2014) The Nurse Educator’s Guide to Assessing learning Outcomes third edition Chapters 5, 6, 7                                                                                                                                                                                                                                                                                                                                                                                      | DB: Test item bias                                                                                                                                                                                                                                                | DB grading rubric |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>References</th>
<th>Assignment</th>
<th>Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Decisions related to test analysis</td>
<td>1, 2, 3, 4, 6, 9, NE 1, 2, 3</td>
<td>Oermann, M.H. and Gaberson, K.B. (2014) Evaluation and testing in nursing education. 4th edition Chapters 16, 17</td>
<td>DB: Test item decisions</td>
</tr>
<tr>
<td>8</td>
<td>Evaluation critical thinking/clinical decision making</td>
<td>1, 2, 3, 4, 6, 9, NE 1, 2, 3</td>
<td>Assignment # 2 Analysis sample exam statistics &lt;br&gt; Oermann, M.H. and Gaberson, K.B. (2014) Evaluation and testing in nursing education. 4th edition Chapters 6,7</td>
<td>DB: Critical thinking evaluation</td>
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<td>9</td>
<td>Written assignments</td>
<td>1, 2, 3, 4, 6, 9, NE 2</td>
<td>Oermann, M.H. and Gaberson, K.B. (2014) Evaluation and testing in nursing education. 4th edition Chapters 6,7</td>
<td>DB: Types assessments in nursing education</td>
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<tr>
<td>10</td>
<td>Campus lab evaluation</td>
<td>1, 2, 3, 4</td>
<td>Assignment #3 Rubric development</td>
<td>DB: Utility campus labs</td>
</tr>
</tbody>
</table>
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Week 11 Simulation evaluation
1, 2, 3, 4, 6, 9, NE 2 8 Oermann, M.H. and Gaberson, K.B. (2014) Evaluation and testing in nursing education. 4th edition Chapters 13, 14

Week 12 Clinical evaluation
1, 2, 3, 4, 6, 9, NE 2 8 Oermann, M.H. and Gaberson, K.B. (2014) Evaluation and testing in nursing education. 4th edition Chapters 13, 14

Week 13 Clinical –how to ensure patient safety
1, 2, 3, 4, 6, 9, NE 2, 3 1, 3, 8, 9 Oermann, M.H. and Gaberson, K.B. (2014) Evaluation and testing in nursing education. 4th edition Chapter 15

Week 14 Testing for special needs students
1, 2, 3, 4, 6, 9 1, 9 Assignment # 4 Competency evaluation development
Neal-Boylan, L., End the Disability Debate in Nursing: Quality

Rubric development grading rubric
DB: Controlled environment evaluations
DB: Simulation versus clinical experiences
DB: Pre- and post-conference?
DB: ADA testing accommodations
DB grading rubric
DB grading rubric
DB grading rubric
DB grading rubric
| Week 15 | Legal, ethical social issues | NE 1, 2, 3, 4, 6, 9 | Oermann, M.H. and Gaberson, K.B. (2014) Evaluation and testing in nursing education. 4th edition Chapter 15
Program: Nursing Education  
Course Name and Number: NURS 639 - Nursing Education Practicum  
Credits: 6 credits  
Prerequisite: NURS 620

Course Description:  
This course will provide each student with a practicum experience in a Nursing education program. Students will participate in direct teaching as well as in curriculum and faculty meetings, meeting accreditation standards, and student advisement. Coursework will focus on expected faculty roles of teaching, research, and scholarship. This will include an eight-hour weekly practicum experience (120 hours total) in addition to the course work.

Course Learning Outcomes:  
1. Integrate the nurse educator role in the planning and development of student learning for a diverse group of learners.  
2. Analyze strategies to assess student learning in both academic and clinical environments.  
3. Evaluate and incorporate technology within nursing education.  
4. Utilize a variety of teaching strategies that facilitate student learning during practicum experience.  
5. Evaluate teaching effectiveness through peer, preceptor, student and self-evaluation processes.  
6. Assume a leadership role in the development, delivery, and evaluation of evidenced-based teaching during practicum experience.  
7. Develop a personal philosophy of teaching and professional ePortfolio.  
8. Collaborate with faculty from nursing and other disciplines during practicum faculty meetings.

Program Learning Outcomes/Competencies addressed by the course:  
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.  
(2) Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.  
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.  
(4) Develop health policies that address local and global population health issues.  
(5) Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.  
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.  
(7) Conduct research; implement evidenced-based care; and quantify the impact on quality and safety.  
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.  
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:  
Nursing Education:  
1. Demonstrate program planning and curriculum development is based on a comprehensive assessment of learning theories, styles, and needs of diverse learners.  
2. Synthesize pedagogical strategies and best practices in the design, implementation, and evaluation of nursing curricula.  
3. Use current and emerging technologies in the education of nursing students, practicing nurses, and faculty to support lifelong learning.
Instructor Contact Information:
Name:
Email:
Phone:
Office hours: As needed by email or phone

- Assignments will be graded and returned within 14 days of submission of the assignment.
- The instructor will respond to e-mails and questions or comments placed in the discussion Board forum “Ask your Instructor” within 24-48 hours.
- The instructor accesses and reviews the discussion boards frequently.

How this online course will work: This course is a completely online asynchronous nursing course. This means that all activity will occur online in our course classroom and you are not required to be online at any specific time. Your learning takes place in the classroom through the discussion boards and participation in discussions, as well as assignments. Your final grade will be based on Discussion Board responses and participation, Reflective Writing Assignments, your Plan for Implementing Change, your Quality Performance Improvement Proposal and your Final Paper which will be a Compilation of assignments.

Students will be required to:
- Log into your Blackboard course at least five times a week to check for announcements and respond to weekly discussion questions in a timely manner according to their due dates;
- Post on the Blackboard Discussion Board at least three times weekly on three separate days, including your response and at minimum 2 substantive posts to classmates’ Discussion Board responses. Your responses must be researched and referenced using APA format as appropriate. Grade is allotted per posts. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab;
- Submit all assignments to the Blackboard Assignment site on or before the assignment due date. Graded Assignment Detailed Guidelines and Rubrics are posted in the Course Information site of your Blackboard course; and,
- Check SPS email at minimum 3 times per week for important information and updates.

Required Texts:
Course Grading and Requirements:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>20%</td>
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<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Philosophy of Teaching statement</td>
<td>10%</td>
</tr>
<tr>
<td>Teaching project- classroom</td>
<td>20%</td>
</tr>
<tr>
<td>Teaching project- Clinical or campus lab</td>
<td>20%</td>
</tr>
<tr>
<td>Role Development paper</td>
<td>20%</td>
</tr>
<tr>
<td>Blogs</td>
<td>10%</td>
</tr>
<tr>
<td>Practicum evaluation</td>
<td>Pass/Fail</td>
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<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Discussion Board Questions:** The Discussion Board questions are considered an important forum for participation for this online course. Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates’ main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.

**Written Assignments**

**Assignment #1: Philosophy of Teaching statement** - Develop a personal philosophy of teaching statement. Ensure that it includes your beliefs about nursing education, adult learners, and the underlying education theory foundation.

**Assignment #2: Teaching project- classroom** - Develop a classroom teaching lesson plan including delivery strategies and evaluation methods. The practicum evaluation will be used by your preceptor to evaluate teaching effectiveness. The student will select a nursing topic suitable for undergraduate nursing students or registered nurses in a healthcare organization and prepare a lesson plan. The student may be creative in the development of this assignment. Charts and graphs are acceptable when necessary. The student must include learning objectives/outcomes, strategies for teaching the material, and a plan for evaluation.

**Assignment #3: Teaching project- Clinical or campus lab** - Develop a campus lab/ clinical lesson plan including delivery strategies and evaluation methods. The practicum evaluation will be used by your preceptor to evaluate teaching effectiveness.

**Assignment #4: Role Development Paper** - This 6–8-page paper will focus on the goals of the student as a nurse educator. A self-assessment of strengths, knowledge, and experience will be required. The paper must follow current APA format and use 5–7 appropriate academic resources.

**Blog:** Students will blog every other week describing their practicum site experiences and focus on the role of nurse educators as teacher, advisor, researcher, and scholar.

**Self-Evaluation** The student will complete a self-evaluation of his/her practicum experience with the provided form.

**Preceptor Evaluation:** In Module/Week 8, the student will give his/her preceptor the provided form to complete an evaluation of his/her practicum experience. The preceptor will be responsible for sending a signed and completed form to the instructor. Refer to the MS Preceptor Handbook for important detailed information.

**The Nursing Education Practicum:** will total 120 hours (one day weekly- 15 weeks). The student will be placed with a faculty preceptor in an Associate degree, generic baccalaureate degree, or RN to BS nursing degree program. The
student will, in collaboration with the preceptor, develop a detailed lesson plan for both a classroom presentation and a campus lab/clinical pre-conference presentation focused on a particular curricular course. The lesson plan must include specific student learning outcomes (consistent with both the course and program outcomes; detailed content; specific learner activities and modes of presentation; and an evaluation strategy. Both teaching sessions will be evaluated by the preceptor and included in the Preceptor evaluation.

Additional activities will include participation in nursing program and college-wide meetings; participation in test analysis with preceptor; discussion of the accreditation process.

### Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
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<tr>
<td></td>
<td>A-</td>
<td>90 - 92.9</td>
<td>3.7</td>
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<tr>
<td>Good - work is of above average quality</td>
<td>B+</td>
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<td>C</td>
<td>73 - 76.9</td>
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<tr>
<td>Failure</td>
<td>F</td>
<td>&lt; 60</td>
<td>0</td>
</tr>
</tbody>
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ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University’s policies. Please see: [http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c2688e.pdf](http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c2688e.pdf)

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*Articles available on e-Reserve at the Neman Library

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Discussion Topics</th>
<th>PLO</th>
<th>CLO</th>
<th>Lectures/Readings/Resources</th>
<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
</tr>
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</table>
Iwasiw, C. & Goldenberg, D. (2015) Curriculum Development in Nursing Education Chapters 1, 2, 3  
Utley, Rose (2011) Theory and Research for Academic Nurse Educators: Application to Practice. Chapter 1  
| Week 2    | Teaching philosophy         | 1, 2, 3, NE 1, 2, 3 | 7   | Iwasiw, C. & Goldenberg, D. (2015) Curriculum Development in Nursing Education Chapter 1, 8  
| Week 3    | Foundations of didactic and clinical teaching | 4, 5, 6, 7, 8, 9 NE 1, 2, 3 | 2, 3, 4, 6 | Billings, D.M. & Halstead, J. A. (2016) Teaching in Nursing 5th Edition Chapter 13  
Iwasiw, C. & Goldenberg, D. (2015) Curriculum Development in Nursing Education Chapters 8, 9, 10 | Assignment # 1 Personal Teaching Philosophy  
DB: Critical thinking teaching strategies | DB grading rubric |
| Week 4    | Quality, safety and Nursing Education | 4, 5, 6, 7, 8, 9 NE 1, 2, 3 | 12, 3, 4, 6 | Nickitas, D. M., Aries, N., and Middaugh, D. J. (2016) *Policy and Politics for Nurses and Other Health Professionals* 2nd edition Chapter 7  
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<td>Week 7</td>
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<td>Nickitas, D. M., Aries, N., and Middaugh, D. J. (2016) Policy and</td>
<td>Assignment # 2: Classroom teaching lesson plan</td>
<td>DB grading rubric</td>
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<td>Topic</td>
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<tr>
<td>9</td>
<td>Clinical teaching</td>
<td>Politics for Nurses and Other Health Professionals 2nd edition Chapter 9</td>
<td>Assignment # 3: Clinical/ campus lab lesson plan DB: Incivility and DB grading rubric</td>
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<tr>
<td></td>
<td></td>
<td>Nursing Science Quarterly, 24 (2) 152-155.</td>
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CUNY School of Professional Studies

Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015

Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

### Week 13

**Assessment of student learning**

<table>
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<th>2, 4, 5</th>
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### Week 14

**Nurse educator roles: teaching; advising**

<table>
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<tr>
<th>1, 2, 3, 4, 5, 6, 7, 8 NE 1, 2, 3</th>
<th>1, 2, 5, 6, 7, 8</th>
<th><strong>Oermann, M.H. and Gaberson, K.B. (2014)</strong> Evaluation and testing in nursing education. 4th edition Chapters 16, 18</th>
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<tbody>
<tr>
<td>NCSBN: Nursing faculty qualifications and roles: <a href="https://www.ncsbn.org/Final_08_Faculty_Qual_Report.pdf">https://www.ncsbn.org/Final_08_Faculty_Qual_Report.pdf</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utley, Rose (2011) Theory and Research for Academic Nurse Educators: Application to Practice. Chapter 8</td>
<td></td>
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</tr>
</tbody>
</table>


### Week 15

**Nurse educator roles: research and scholarship**

<table>
<thead>
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<th>1, 2, 5, 6, 7, 8</th>
<th><strong>Billings, D.M. &amp; Halstead, J. A. (2016)</strong> Teaching in Nursing 5th Edition Chapters 1, 5</th>
</tr>
</thead>
</table>

**Assignment # 4 Role Development paper**

**DB: Nurse educator roles**

**DB grading rubric**
CUNY School of Professional Studies

Program: Nursing Organizational Leadership
Course Name and Number: NURS 649 - Nursing Organizational Leadership Transforming Healthcare Practicum
Credits: 6-graduate
Prerequisite(s): NURS 623

Course Description:
This course is focused on advanced organizational leadership. Students prepare for leadership roles within healthcare systems, health related business organizations, community based organizations, and healthcare regulatory agencies. The course provides for a synthesis of advanced business skills, knowledge of healthcare, and highly developed communication skills to evaluate organizational dynamics, and performance. The Action Research Model, risk taking, strategic leadership, creativity, and systems theory provide the context for the educational exercises/course project. Each student will have a practicum experience in a community-based, healthcare organization, or healthcare regulatory agency setting. Students will determine patient needs, collaborate with inter-professionals to secure services, identify quality and safety issues, and evaluate plan effectiveness. This course will include an eight-hour weekly (120 hours total) practicum experience in addition to the course work.

Course Learning Outcomes:
At the end of this course, the student will be able to:
1. Identify 21st century influences on developing a culture of health in the community, healthcare organizations, including a focus on the workplace, worker, care delivery models, community based care centers, healthcare regulatory agencies, outcomes research, and leadership.
2. Use the action research model and systems models to inspire, lead, and manage change.
3. Implement advanced nursing leadership strategies using relationship management and diversity as tools for intra- and inter-professional team building in complex healthcare delivery systems and or communities.
4. Explore leadership strategies in the context of complexity and chaos theories to minimize organizational toxicity and manage individual and system accountability.
5. Use theory and evidence-based strategies to establish strategic leadership priorities and implement strategies for clinical practice excellence.
6. Demonstrate leadership in health policy and advocacy through participation on committees, boards, and/or taskforces at local, regional and/or national levels.
7. Employ principles of business, finance, economics and health policy to develop and monitor capital and operational budgets to support quality clinical care and financial accountability.
8. Implement advanced nursing leadership demonstrating accountability for quality and efficiency of patient care services across the continuum of care.
9. Develop, implement, and evaluate care delivery approaches based on scientific evidence to foster transformation of complex organizations and the health care system as a whole.
10. Employ principles of business, finance, economics and health policy to lead quality improvement and patient safety initiatives in health care systems and across populations.
11. Examine the influence of micro-systems on patient safety and clinical quality.
12. Employ knowledge of advanced nursing practice, micro-systems, and organizational theory to deconstruct, revise, and re-constitute processes for achievement of best practices.
13. Demonstrate leadership and professionalism through participation in professional and scholarly organizations and inter/intra-professional committees, taskforces, and/or boards.
14. Use analytic methods to critically appraise existing literature and other evidence to determine an implement best practice models for care.

Program Learning Outcomes addressed by the course:
(1) Demonstrate effective communication with diverse client populations, disciplines, and staff ensuring optimal health promotion.
(2) Apply leadership skills to guide and educate nursing staff to make sound judgments in the provision of safe, quality nursing care.
(3) Assume a leadership role in collaborative teams to improve care outcomes and advocate for policy changes through knowledge creation, distribution, and application.
(4) Develop health policies that address local and global population health issues.
(5) Analyze current and emerging technologies and informatics systems to support safe practice environments, and optimize quality care, cost-effectiveness, and health outcomes.
(6) Demonstrate effective management of patient care across disciplines to ensure best possible health care outcomes including clinical prevention strategies.
(7) Conduct research; implement evidenced-based care; and quantify the impact on quality and safety.
(8) Demonstrate an understanding of how healthcare delivery systems are organized and financed and how this impacts patient outcomes; and identify the economic, legal, and political factors that influence health care.
(9) Integrate nursing and related sciences in the design, delivery, and evaluation of health care for diverse populations.

Program specific learning outcomes:
Nursing Organizational Leadership
1. Analyze how policies impact the structure and financing of health care, nursing organizations, and health outcomes.
2. Advocate and mentor the professional nurse as a member and leader of interprofessional teams.
3. Develop a nursing organization business plan utilizing budgeting, cost-benefit analysis, and marketing principles.

Course Grading and Requirements:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>30%</td>
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<tr>
<td>Assignments</td>
<td></td>
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<tr>
<td>Practicum Project</td>
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<tr>
<td>Reflection Paper</td>
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<tr>
<td>Role Development paper</td>
<td>10%</td>
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<tr>
<td>Blogs</td>
<td>10%</td>
</tr>
<tr>
<td>Practicum evaluation</td>
<td>Pass/ Fail</td>
</tr>
<tr>
<td></td>
<td>100%</td>
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</table>

Discussion Board Questions: Each week Discussion Questions will be posted in the Weekly materials. Students are expected to respond to assigned questions. Responses are expected to use proper grammar and spelling, be researched and referenced using APA format. Main responses should be at least 150-300 words in length. Responses to at least two classmates' main response per week should be a minimum of 100-150 words in length and be substantive. Guidelines for Discussion Board responses and the Grading rubric can be found on the Course Information tab.

Assignments:

Assignment #1: Role Development Paper- This 6–8-page paper will focus on the goals of the student as a nursing organizational leader focused on transforming healthcare. A self-assessment of strengths, knowledge, and experience will be required. The paper must follow current APA format and use 5–7 appropriate academic resources.

Assignment #2: Reflection Paper- At the end of the semester you will complete a reflection paper that answers the following questions:
How did the nature of the course content impact your level of thinking?
How did your individual thinking processes change after exposure to the concepts of Quantum Leadership and Quantum Age Rules.
What are 3 ideas you now have for creating a culture of health in the US?
What can your role be in transforming the delivery of health care and building a culture of health?
What did you learn about innovation that you were not aware of before taking this course?

Assignment #3: Practicum Project: Field Study in Role Synthesis and Synthesis Paper of Practicum Project
Purpose: The purpose of this field study includes completing clinical residency hours completing a project and developing a synthesis paper to provide the students an opportunity to reflect the synthesis of advanced nursing practice, interdisciplinary collaboration, and development of a project to transform the delivery of healthcare in a health care organization, the community or a community agency, or a healthcare regulatory agency.

Guidelines:
- Analyze the organization or population of interest using the action research model and best practice from literature to select a problem amenable to an intervention for change to improve access or quality of care or create a new policy, department, or organization.
- Justify the problem selection based on clinical research, practice and existing policy in the area.
- Develop an action plan for addressing the problem.
- Collaborate with multiple constituencies to address the problem.
- Write a professional, scholarly article in format suitable for publication that summarizes the project action.

Grading Criteria
5% 1. Identification of the problem with supporting statistics.
25% 2. Justification of the problem selected based on research, practice and existing policy in the area.
25% 3. Policy action plan.
25% 4. Analysis of Interdisciplinary collaborative efforts used in the action plan.
10% 5. Format suitable for publication in a professional scholarly journal.
10% 6. Evaluation of project by constituencies.

Blog: Students will blog every other week describing their practicum site experiences and focus on the role of nurse educators as teacher, advisor, researcher, and scholar.

Self-Evaluation The student will complete a self-evaluation of his/her practicum experience with the provided form.

Preceptor Evaluation: In Module/Week 8, the student will give his/her preceptor the provided form to complete an evaluation of his/her practicum experience. The preceptor will be responsible for sending a signed and completed form to the instructor. Refer to the MS Preceptor Handbook for important detailed information.

The Nursing Organizational Leadership Practicum: will total 120 hours (one day weekly for fifteen weeks). The student will be placed with a preceptor in a facility: hospital, clinic, long term care facility, community agency. The student will, in collaboration with the preceptor, assess the organization’s leadership; survey nursing staff in the facility to determine needs/gaps; and strategize with the preceptor in innovative solutions aimed at effectively meeting 21st century healthcare goals. The survey, analysis and solutions will be evaluated by the preceptor and included in the Preceptor evaluation.

Additional activities will include participation in facility and nursing leadership meetings; participation in testing proposed solutions with preceptor; and discussion of the accreditation process and quality and safety initiatives

Grading Scale

<table>
<thead>
<tr>
<th>Quality of Performance</th>
<th>Letter Grade</th>
<th>Range %</th>
<th>GPA/ Quality Pts.</th>
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<tbody>
<tr>
<td>Excellent - work is of exceptional quality</td>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
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<tr>
<td></td>
<td>A-</td>
<td>90 - 92.9</td>
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<th>Learning Activity/Assignments</th>
<th>Outcome Evaluation</th>
</tr>
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</table>
| Week 1    | Introduction to the course/Quantum Leadership/Thriving in complexity: Ten Principles for Leaders in the Coming Age | 1, 2, 3, NO 1 | 1, 2, 4 | Videos: Course Introduction –see weekly schedule  
Discussion Board: Quantum leadership applications | DB rubric |
| Week 2    | Transforming Leadership | 1, 2, 3, 7, 8, 9 NO 1, 3 | 1, 2, 3, 4, 5, 6 | Readings: Chapter 5 – Transforming Leadership in IOM (Institute of Medicine) 2011. The Future of Nursing: Leading Change, Advancing Health. Washington, DC: The National Academies Press.  
| Week 3    | Building a Culture of Health/Overview of Improved Care Delivery Models | 1, 2, 3, 6, 7, 8, 9 NO 1, 2, 3 | 1, 2, 3, 4, 5, 6 | Readings: Chapter 7, 13 in Estes, C. L., Chapman, S. A., Dodd, C., Hollister, B., & Harrington, C. (2013). Health policy crisis and reform (6th edition). Burlington: MA: Jones and Bartlett Learning.  
*Articles Care Delivery Models – Article http://nursingworld.org/MainMenuCategories/Policy-Advocacy/Positions-and-Resolutions/Issue-Briefs/Care- | Discussion Board RWJ Foundation culture of health framework | DB rubric |
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Deliver-Models.pdf:

Websites:
A Culture of Health
https://www.youtube.com/watch?v=0H9OYuUI5c
What is a Culture of Health?
http://www.evidenceforaction.org/what-culture-health
Creating a Culture of Health
http://healthiergov.com/docs/837897_CultureOfHealthWP_v5.pdf
Building a Culture of Health
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4355714/
Hospital Strategies for Building a Culture of Health
http://www.hpoe.org/resources/hpoehretaha-guides/1687
Health Care Delivery Models
http://www.healthcaretransformationinstitute.org/page/healthcare-delivery-models
Nurse Driven Innovative Health Care Delivery Models

Week 4
Organizational Development/Action Research Model/Project Management/Executive Summary in HealthCare


Discussion Board
Nurse leader essential skills

DB rubric

Week 5
Access/Service Delivery/Macro and Micro Systems/Outcome Measurement/Management and Reporting


Discussion Board
Healthcare outcome assessment

DB rubric

Week 6
The Ten Faces of Innovation


Discussion Board

DB rubric
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<td>Crisis Management: Leading Constant Change</td>
<td>Reading: Chapter 4 Crisis Management: Leading Constant Change in O’Grady, T. P., &amp; Malloch, K. (2007). Quantum leadership: A resource for health care</td>
<td>Discussion Board: Caring based nursing leadership to manage</td>
<td>DB Rubric</td>
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<th>Week 14</th>
<th>Project Presentations</th>
<th>1, 2, 3, 4, 5, 6, 7, 8, 9 NO 1, 2, 3</th>
<th>1, 2, 3, 4, 5, 6, 7, 8, 9 NO 1, 2, 3</th>
<th>Student Practicum Presentations</th>
<th>Discussion Board Assignment # 3-Practicum Presentation</th>
<th>DB Rubric Practicum Presentation Rubric</th>
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| Week 15 | Project Presentations | 1, 2, 3, 4, 5, 6, 7, 8, 9 NO 1, 2, 3 | 1, 2, 3, 4, 5, 6, 7, 8, 9 NO 1, 2, 3 | Student Practicum Presentations | Discussion Board Future role of nurse leaders Assignment # 3-Practicum Presentation | DB Rubric Practicum Presentation Rubric |
CUNY School of Professional Studies

Program: MA in Psychology, Nursing: MS, BS-MS
Course Name & Number: PSY 625 - Advanced Statistics
Credits: 3 credits - Graduate Course
Prerequisite: None

Course Description:
This course is designed to prepare students to conduct advanced statistical analyses in the social sciences. Students will become familiar with the major ideas of probability and statistics, including procedures related to hypothesis testing. Topics include, among others, descriptive statistics, normal distribution, t-tests, correlation and regression, probability distribution and linear regression. At the end of the course students are expected to master both the conceptual as well as practical approaches to statistics. Students will apply and practice their knowledge of statistics through assignments that require use of statistical software.

Student Learning Outcomes:
At the end of this course, students will be able to:
1. Identify the conceptualizations behind the various statistical approaches
2. Apply the conceptual knowledge of statistics to successfully solve various statistical assignments
3. Develop a hypothesis and test it through statistical analysis
4. Compare and contrast the usefulness of various statistical strategies to a given statistical problem
5. Interpret and describe statistical data based on the research design, research participants and variables
6. Use SPSS to generate statistical analysis
7. Identify the pitfalls and shortcomings of quantitative methods

Students will be required to:
• Participate in online discussions
• Complete various statistical assignments for which the use of SPSS is required
• Complete quizzes in which they are examined in the statistical knowledge gained in the course
• Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
• Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software;
• Identify and apply ethical standards in the conduct of human subject and animal research;
• Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels;
• Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes; and,
• Engage in effective problem-solving and integrative, creative thinking and planning.

Required Texts:

Additional Resources: Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library’s e-resources.

Course Grading and Requirements:
Opening statement  5 points
DB participation  20 points
Quizzes  20 points
Statistics Assignment #1 15 points
Statistics Assignment #2 15 points
Statistics Assignment #3 20 points
Closing statement 5 points
Total 100 points

Grading:

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<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

- **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.
- **Discussion Board Participation (20 points):** Students are required to post two questions each week to the discussion board from the required readings as well as respond to at least two other students questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”.
- **Quizzes (20 Points):** Between weeks 3 and 12 students you will be taking 5 quizzes based on the weekly readings. The quizzes are timed and you will have 1 hour to finish it once you log on and start taking the quiz. The quiz must be taken by the Sunday of the week that it is due. Each quiz is worth 4 points.
- **Statistics Assignment #1 (15 points):** For assignment #1, you will need to access the data set that is uploaded to the external drive (see more on how to access this on BB as well as the assignment descriptions).
- **Statistics Assignment #2 (15):** See instructions for assignment #2 on BB.
- **Statistics Assignment #3 (20 points):** See instructions for assignment #3 on BB. In addition to solving the statistical questions, write a small report summarizing the results of the analysis.
- **Closing Statement (5 points):** Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

**Course Outline**

**Week 1 - Introduction to the field**
Chapter 1 - Overview and Introduction to SPSS

**Week 2 - Introduction continued (intro to SPSS) Chapter 1 continued**
*Assignments: DB contribution and Opening Statement due*

**Week 3 - Univariate Distributions**
Chapter 2: Examining Univariate Distributions
*Assignments: DB contribution, Quiz #1 due*

**Week 4 - Measuring Location, Spread and Skewness**
Chapter 3: Measuring location, spread and skewness
*Assignments: DB contribution*

**Week 5 - Re-expressing variables**
Chapter 4: Re-expressing variables
*Assignments: DB contribution, Quiz #2 due*
Week 6 - Lab week
The instructor will make available a prepared presentation of examples relating to the course and homework exercises. There will also be opportunities for you to post questions about the homework and course material.

Week 7 - Bivariate Relationships
Chapter 5: Bivariate Relationship Assignments: DB contribution, Quiz #3 due

Week 8 - Linear Regression
Chapter 6: Simple Linear Regression
Assignments: DB contribution and Assignment #2 is due

Week 9 - Probability
Chapter 7: Probability Fundamentals
Assignments: DB contribution, Quiz #4 due

Week 10 - Probability Distributions
Chapter 8: Theoretical Probability Distributions
Assignments: DB contribution

Week 11 - Lab week
Chapter 9: The role of sampling
During the online lab session, the instructor will post prepared presentation of examples relating to the course and homework exercises. There will also be opportunities for you to ask questions about the homework and course material. Assignments: DB contribution

Week 12 - Hypothesis testing
Chapter 10: Hypothesis-testing using the z-test
Assignments: DB contribution and Quiz #5 due

Week 13 - Inferential tests on means
Chapter 11: Inferential tests on means
Assignments: Assignment #3 is due

Week 14 - Review Week
Reviewing class and summing up
Assignments: Closing Statement due

Week 15 – Applied Professional Applications of Statistical Techniques

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Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

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CUNY School of Professional Studies

Program: MA in Psychology, Nursing: MS, BS-MS
Course Name and Number: PSY 630 - Advanced Research Methods in Psychology
Credits: 3 credits - Graduate Course
Prerequisite: PSY 625

Course Description:
The course will introduce the major concepts, issues and techniques of social science research, including the epistemological and ontological principles behind the different methods employed in the field of psychology. We will be reviewing quantitative, qualitative and mixed-methods approaches. Students will be engaged in evaluating the pros and cons of the different approaches and in exploring various data-collection methods available in the field. Students will become skilled consumers and critics of empirical social science research across a wide range of methodologies and substantive fields; develop research questions and relevant research designs; and gain experience in the collection and analysis of data.

Student Learning Outcomes:
At the end of this course, students will be able to:
1. Identify the basic ontological and epistemological principles behind various methods (positivism, post-positivism, constructivism and critical theory);
2. Apply the principles of the "scientific method" to develop research design and critically evaluate strengths and weaknesses of the scientific method as a means of obtaining knowledge about the social world;
3. Evaluate research from the perspective of the various data-collection techniques available in the social sciences;
4. Formulate researchable questions and develop relevant research designs;
5. Critically assess the strengths and weaknesses of various methods of data collection used most frequently in the field of psychology; and,
6. Describe the ethical and political issues inherent to the research process.

Students will be required to:
- Participate in online discussions
- Complete various activities to practice a few of the many data collection methods available
- Develop and submit several papers, including a substantive final paper
- Reflect on what they learned during the course

Program Learning Outcomes addressed by the course:
- Show mastery of all phases of the research process in psychology, including: locating, synthesizing and critically evaluating information related to a specific research question, generating testable research hypotheses and, related research designs, engaging in data collection activities that reflect professional practices, standards and requirements, and analyzing data and displaying results using appropriate statistical procedures and software;
- Identify and apply ethical standards in the conduct of human subject and animal research;
- Articulate values and act in ways that are respectful of cultural differences and diversity at local, national and global levels;
- Demonstrate effective writing and presentation skills, including adapting communications for different audiences and purposes; and,
- Work effectively with others, as part of a team and as a project manager.

Required Texts:

Additional Resources: Any additional readings will be uploaded to Blackboard in the folder for the week that the reading is due or can be retrieved through the library's e-resources.
Course Grading and Requirements:
- Opening statement: 5 points
- DB participation: 30 points
- Weekly Response/Reaction Papers: 10 points
- Ethics Training: 10 points
- Design an Experiment: 10 points
- Ethnography: 10 points
- Final Project: 20 points
- Closing statement: 5 points

Total: 100 points

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- **Opening Statement (5 points):** Write a 0.5-1 page statement about yourself, your major and why you are taking this course and what you expect to learn from it. Write about what you would find interesting about this course and what you would like to focus on. Submit the opening statement to the discussion board.
- **Discussion Board Participation (25 points):** Students are required to post two questions each week to the discussion board based on the required readings as well as respond to at least two other students’ questions. The purpose of this is to foster an engaging class discussion. Think of questions that will challenge your classmates to “think differently”. Students are also expected to make one weekly post in response to another student’s questions.
- **Bi-Weekly Response/Reaction Papers (10 Points):** Between weeks 3 and 12 students are required to turn in 5 1-page response/reaction papers to the current week’s readings. The paper should be a response to something specifically mentioned in the readings. The reflection paper should be posted to the blog (see BB) and you will also need to make at least 3 responses to other reaction papers. Each response/reaction paper is worth 2 points. Length: 1 page.
- **Ethics Training (10 points):** The first assignment entails taking the online ethics training course offered through the CITI program (https://www.citiprogram.org/). You need to complete and pass the course, download the report that indicates that you passed the course and then upload the completion report to BB under the assignment #1 folder.
- **Design and Conduct a Small Scale Research Study (10 points):** Based on the readings for class, you have to develop a testable hypothesis within the psychological field and then design a small scale study that seeks to test the hypothesis (see document uploaded to the folder on BB on how to narrow down your topic of interest and how to develop a testable hypothesis). You should design your study to use only those methods that do not require IRB approval, such as observation of public behavior. Describe not only the decisions you made in designing the experiment but the considerations lying behind those decisions. The paper should follow APA format and be between 5-6 pages and should be uploaded to the assignment #2 folder on BB.
- **Ethnography (15 points):** Based on the readings we have done on ethnography and field studies, you should pick a public site (a park, a coffee shop, the school), go to the spot you have picked and write detailed observations for 15 minutes. Once you are home again, type up your notes. In pairs, you will be sharing your field notes (see BB for how I have organized this) and give feedback to each other. Discuss your observations, what you learned, what strategies you employed and what you would or could have done differently. Write a small 2-page reflection paper based on your discussion in pairs and upload it to BB.
- **Final Project (20 points):** For the final project, identify two different empirical research articles from some of the major psychology peer-reviewed publications; one article should be presenting data, analysis and results based on a quantitative study and the other should be based on a qualitative study; however both should be about the same topic.
Quickly summarize the papers and then compare and contrast the two studies. Consider the following questions: 1) What kinds of different research results do quantitative and qualitative studies yield? 2) What are the strengths and what are the weaknesses of each study? 3) Do the two studies differ in their epistemological and ontological approaches (re. Guba & Lincoln)? 4) Do they complement each other or not? The format for the final project is a scripted PowerPoint Presentation. You should produce between 10-12 slides (see handout for how to develop a good PowerPoint Presentation) and the script should be between 8-10 pages. Both the PowerPoint and the script (Word file) should be uploaded to BB.

- Closing Statement (5 points): Write a 1-page statement in which you reflect on what you have learned in the course and submit it to BB under Assignments.

Course Outline

PART I: INTRODUCTION

Week 1 - Introduction
Chap 1: The nature and process of social research

Week 2 - How to design research
Chap 3: Research Designs
Assignments: DB contribution and opening statement due

Week 3 - What is a good research question?
Chap 4: Planning a research project and formulating research questions
Assignments: DB contribution, Response/Reaction paper #1 due

Week 4 - IRB and the ethical aspects of research
Chap 6: Ethics and politics in social research
Assignments: DB contribution and the Ethics CITI Training due.

Week 5 - Intro to quantitative research
Chap 7: The nature of quantitative research
Assignments: DB contribution and Response/Reaction paper #2 due

PART II: QUANTITATIVE

Week 6 - Sampling
Chap 8: Sampling
Assignments: DB contribution

Week 7 - Questionnaires
Chap 10: Self-completion questionnaires

Assignments: DB contribution and Response/Reaction paper #3 due

Week 8 - Asking Questions in quantitative research
Chap 11: Asking Questions
Assignments: DB contribution and Design an Experiment assignment due

Week 9 - Quantitative data analysis
Chap 15: Quantitative data analysis
Assignments: DB contribution

PART III QUALITATIVE

Week 10 - Introduction to Qualitative Research
Chap 17: The nature of qualitative research
Assignments: DB contribution and Response/Reaction paper #4 due

Week 11 - Ethnography
Chap 19: Ethnography and participant observation
Assignments: DB contribution and Response/Reaction paper #5 due

Week 12 - Interviewing in qualitative research
Chap 20: Interviewing in qualitative research
Assignments: DB contribution and Ethnography assignment due

Week 13 - Participatory Action Research

Assignments: DB contribution Final Project due

Week 14 - How to analyze qualitative data with Atlas.ti and the Mixed-Methods Approach
Chap 24: Qualitative Data Analysis
Chap 26: Breaking down the quantitative/qualitative divide
Assignments: Closing statement is due

Week 15 - Final Project Presentations and Discussion

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Table 1a: Undergraduate Degree Program Schedule – BS-MS in Nursing Education

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<td>NURS 350 - Principles of Nursing Research</td>
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Program Totals: 140 60 89
| Table 1a: Undergraduate Degree Program Schedule – BS-MS in Nursing Informatics |

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Program totals: 140 60 89
### Table 1b: Graduate Degree Program Schedule – MS in Nursing Education Full Time

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<td>NURS 601 - Nursing Theory and Role Development</td>
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**Term credit total:** 15

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<td>PSY 630 - Advanced Research Methods in Psychology</td>
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**Term credit total:** 15

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**Term credit total:** 45

**PROGRAM TOTAL CREDITS:** 45
Table 1b: Graduate Degree Program Schedule – MS in Nursing Education Part Time

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**PROGRAM TOTAL CREDITS** 45
#### Table 1b: Graduate Degree Program Schedule – MS in Nursing Informatics Full Time

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<td>PSY 630 - Advanced Research Methods in Psychology</td>
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| **PROGRAM TOTAL CREDITS** | 45 |

---

Proposal to Establish Graduate Programs in Nursing  
CUNY School of Professional Studies  
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015  
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015  
199
Table 1b: Graduate Degree Program Schedule – MS in Nursing Informatics Part Time

$ Indicate academic calendar type: ___Semester ___Quarter ___Trimester ___Other (describe)
$ Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2). Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
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<th>Course Number &amp; Title</th>
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<td>PSY 630 - Advanced Research Methods in Psychology</td>
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<table>
<thead>
<tr>
<th>Year 3 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 612 - AP Pathophysiology</td>
<td>3</td>
<td>Y</td>
<td>Undergraduate Pathophysiology Course</td>
</tr>
<tr>
<td></td>
<td>NURS 618 - Nursing Informatics Applications: Education, Research, Quality Management, Patient Care, and Evidence Based Practice</td>
<td>3</td>
<td>Y</td>
<td>Pre- or Corequisite: NURS 615</td>
</tr>
<tr>
<td></td>
<td><strong>Term credit total:</strong></td>
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<table>
<thead>
<tr>
<th>Year 3 - Spring</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 617 - Project Management, Systems Analysis and Design for Quality Patient Outcomes</td>
<td>3</td>
<td>Y</td>
<td>Pre- or Corequisite: NURS 615</td>
</tr>
<tr>
<td></td>
<td>NURS 616 - Understanding and Management of Decision Support and Health Information Systems</td>
<td>3</td>
<td>Y</td>
<td>Pre- or Corequisite: NURS 615</td>
</tr>
<tr>
<td></td>
<td><strong>Term credit total:</strong></td>
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<table>
<thead>
<tr>
<th>Year 4 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 619 - Nursing Informatics Practicum</td>
<td>6</td>
<td>Y</td>
<td>NURS 618</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
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<td></td>
<td><strong>Term credit total:</strong></td>
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</tbody>
</table>

**PROGRAM TOTAL CREDITS 45**
Table 1b: Graduate Degree Program Schedule – MS in Nursing Organizational Leadership Full Time

| Year 1 - Fall |
|--------------|-------------|-------|
| Course Number & Title                  | Cr | New | Prerequisite(s) |
| NURS 600 - Policy and Ethics in Nursing | 3  | Y   | None            |
| NURS 621 - Leading and Managing Health Care Disparities and Underserved Populations | 3  | Y   | None            |
| NURS 601 - Nursing Theory and Role Development | 3  | Y   | None            |
| PSY 625 - Advanced Statistics          | 3  |     | None            |
| NURS 611 - AP Health Population Focused Assessment | 3  | Y   | Undergraduate Physical Assessment |
|                                          |   |     | Term credit total: 15 |

| Year 1 - Spring |
|-----------------|-------------|-------|
| Course Number & Title                  | Cr | New | Prerequisite(s) |
| NURS 619 - Advanced Nursing Informatics | 3  | Y   | None            |
| NURS 613 - AP Pharmacology               | 3  | Y   | Undergraduate Pharmacology Course |
| PSY 630 - Advanced Research Methods in Psychology | 3  |     | PSY 625         |
| NURS 612 - AP Pathophysiology            | 3  | Y   | Undergraduate Pathophysiology Course |
| NURS 623 - Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations | 3  | Y   | Prerequisite or Corequisite NURS: 621 |
|                                          |   |     | Term credit total: 15 |

| Year 2 - Fall |
|----------------|-------------|-------|
| Course Number & Title                  | Cr | New | Prerequisite(s) |
| NURS 602 - Healthcare Finance and Management | 3  | Y   | None            |
| NURS 649 - Nursing Organization Leadership Transforming Healthcare Practicum | 6  | Y   | NURS 623         |
| NURS 622 - Nursing Quality and Safety Strategic Planning | 3  | Y   | None            |
| Elective                                  | 3  |     |                 |
|                                          |   |     | Term credit total: 15 |

PROGRAM TOTAL CREDITS 45
Table 1b: Graduate Degree Program Schedule – MS in Nursing Organizational Leadership Part Time

$ Indicate academic calendar type: _y_Semester _Q_Quarter _T_Termester _O_Other (describe)
$ Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall1, Spring1, Fall2). Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 600 - Policy and Ethics in Nursing</td>
<td>3</td>
<td>Y</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>NURS 621 - Leading and Managing Health Care Disparities and Underserved Populations</td>
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<td>Y</td>
<td>None</td>
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<table>
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<th>Course Number &amp; Title</th>
<th>Cr</th>
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<th>Prerequisite(s)</th>
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<tr>
<td>NURS 601 - Nursing Theory and Role Development</td>
<td>3</td>
<td>Y</td>
<td>None</td>
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<tr>
<td>NURS 611 - AP Health Population Focused Assessment</td>
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<td>Undergraduate Physical Assessment</td>
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<th>Prerequisite(s)</th>
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<tr>
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<td>PSY 625 - Advanced Statistics</td>
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<table>
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<th>Course Number &amp; Title</th>
<th>Cr</th>
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<th>Prerequisite(s)</th>
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<tr>
<td>NURS 613 - AP Pharmacology</td>
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<td>Undergraduate Pharmacology Course</td>
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</tr>
<tr>
<td>PSY 630 - Advanced Research Methods in Psychology</td>
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<td>PSY 625 Advanced Statistics</td>
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<tr>
<td>NURS 612 - AP Pathophysiology</td>
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<td>Undergraduate Pathophysiology Course</td>
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<td>NURS 623 - Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations</td>
<td>3</td>
<td></td>
<td>Prerequisite or Corequisite NURS:621</td>
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<table>
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<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>NURS 602 - Healthcare Finance and Management</td>
<td>3</td>
<td>Y</td>
<td>None</td>
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</tr>
<tr>
<td>NURS 622 - Nursing Quality and Safety Strategic Planning</td>
<td>3</td>
<td>Y</td>
<td>None</td>
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<th>Cr</th>
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<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>NURS 649 - Nursing Organization Leadership Transforming Healthcare Practicum</td>
<td>6</td>
<td>Y</td>
<td>NURS 623</td>
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</tr>
<tr>
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<td></td>
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PROGRAM TOTAL CREDITS 45
Table 1b: Graduate Degree Program Schedule – Advanced Certificate in Nursing Education

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Course Number &amp; Title</th>
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<th>Prerequisite(s)</th>
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<tr>
<td></td>
<td>NURS 620 - Pedagogical Strategies and Best Practices in Nursing Education</td>
<td>3</td>
<td>Y</td>
<td>NURS 601</td>
</tr>
<tr>
<td></td>
<td>NURS 610 - Nursing Curriculum and Program Planning</td>
<td>3</td>
<td>Y</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>NURS 630 - Measurement and Evaluation in Nursing Education</td>
<td>3</td>
<td></td>
<td>PSY 625</td>
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<table>
<thead>
<tr>
<th>Year 1 - Spring</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
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<tr>
<td></td>
<td>NURS 639 - Nursing Education Practicum</td>
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<td>Y</td>
<td>NURS 620</td>
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<td>Elective</td>
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<td><strong>Term credit total:</strong></td>
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**PROGRAM TOTAL CREDITS 18**
### Table 1b: Graduate Degree Program Schedule – Advanced Certificate in Nursing Informatics

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 618 - Nursing Informatics Applications: Education, Research, Quality Management, Patient Care, and Evidence Based Practice</td>
<td>3</td>
<td>Y</td>
<td>Pre- or Corequisite: NURS 615</td>
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<tr>
<td></td>
<td>NURS 617 - Project Management, Systems Analysis and Design for Quality Patient Outcomes</td>
<td>3</td>
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<td>Pre- or Corequisite: NURS 615</td>
</tr>
<tr>
<td></td>
<td>NURS 616 - Understanding and Management of Decision Support and Health Information Systems</td>
<td>3</td>
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<tr>
<th>Year 1 - Spring</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td></td>
<td>NURS 619 - Nursing Informatics Practicum</td>
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<td>Y</td>
<td>NURS 618</td>
</tr>
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**PROGRAM TOTAL CREDITS** 18
Table 1b: Graduate Degree Program Schedule – Advanced Certificate in Nursing Organizational Leadership

§ Indicate academic calendar type:  _x_Semester _Quarter _Trimester ___Other (describe)
§ Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2). Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Year 1 - Fall</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 621 - Leading and Managing Health Care Disparities and Underserved Populations</td>
<td>3</td>
<td>Y</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>NURS 622 - Nursing Quality and Safety Strategic Planning</td>
<td>3</td>
<td>Y</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>NURS 623 - Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations</td>
<td>3</td>
<td>Y</td>
<td>Prerequisite or Corequisite NURS: 621</td>
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<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Year 1 - Spring</th>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS 649 - Nursing Organization Leadership Transforming Healthcare Practicum</td>
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<td>Y</td>
<td>NURS 623</td>
</tr>
<tr>
<td></td>
<td><strong>Term credit total:</strong></td>
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**PROGRAM TOTAL CREDITS  18**
### Table 2: Full-Time Faculty

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaret Reilly, RN, DNS Program Director</td>
<td>Advance Practice Pathophysiology Nursing Curriculum and Program Planning</td>
<td>100%</td>
<td>DNS CUNY Graduate Center</td>
<td>ANCC Family Nurse Practitioner NLN Certified Nurse Educator</td>
</tr>
<tr>
<td>Joanne Lavin, RN, Ed D</td>
<td>Measurement and Evaluation in Nursing Education Pedagogical Strategies and Best Practices in Nursing Education</td>
<td>100%</td>
<td>Ed. D Teachers College</td>
<td>ANCC Certified Psychiatric Mental Health Clinical Specialist</td>
</tr>
<tr>
<td>Eileen Shake, RN, DNS</td>
<td>Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations</td>
<td>100%</td>
<td>DNS University South Carolina</td>
<td>ANCC Advanced Nurse Executive Certification</td>
</tr>
</tbody>
</table>
### Table 3: Part-Time Faculty

<table>
<thead>
<tr>
<th>Faculty Member Name and Title</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unn Hidle RN, DNS</td>
<td>Advance Practice Population-focused Health Assessment Leading and Managing Healthcare Disparities and Underserved Populations</td>
<td>DNS CUNY Graduate Center</td>
<td>ANCC Pediatric Nurse Practitioner</td>
</tr>
<tr>
<td>Cira Fraser, RN, PhD</td>
<td>Nursing Theory and Role Development</td>
<td>PhD Adelphi University</td>
<td>ANCC Adult Clinical Nurse Specialist International MS Board Multiple Sclerosis Certified Nurse</td>
</tr>
<tr>
<td>Tim Bristol, RN, PhD</td>
<td>Advanced Nursing Informatics</td>
<td>PhD Capella University</td>
<td>NLN Certified Nurse Educator</td>
</tr>
<tr>
<td>Timothy Clapper, PhD</td>
<td>Project Management, Systems Analysis and Design for Quality Patient Outcomes</td>
<td>PhD Capella University</td>
<td>Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS) Master Trainer</td>
</tr>
<tr>
<td>Kenya Beard RN, PhD</td>
<td>Nursing Quality, Safety and Strategic Planning</td>
<td>PhD Dowling College</td>
<td>ANCC Adult Nurse Practitioner ANCC Acute Care Nurse Practitioner ANCC Geriatric Nurse Practitioner</td>
</tr>
<tr>
<td>Laura Jannone RN Ed D</td>
<td>Policy and Ethics in Nursing</td>
<td>Ed D Teachers College</td>
<td>New Jersey School Nurse Standard Certificate</td>
</tr>
<tr>
<td>Coleen Manzetti, RN, DNP</td>
<td>Healthcare Finance and Management</td>
<td>DNP Samford University</td>
<td>NLN Certified Nurse Educator</td>
</tr>
<tr>
<td>Linda Perez, RN, PhD</td>
<td>Advance Practice Pharmacology</td>
<td>PhD NYU</td>
<td>ANCC Psychiatric Nurse Practitioner</td>
</tr>
<tr>
<td>Grace Ng RN, PhD c</td>
<td>Nursing Informatics Applications: Education, Research, Quality Management, Patient Care and Evidence-based practice</td>
<td>PhD c CUNY Graduate Center</td>
<td>Post-master certificate Nursing Education Hunter College- simulation</td>
</tr>
<tr>
<td>Tara Lynne West, PhD, Esq</td>
<td>PSY 630 Advanced Research Methods</td>
<td>JD New York University PhD Stony Brook University</td>
<td>Adjunct Associate Professor CUNY SPS</td>
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<tr>
<td>Christopher Braun, Ph.D.</td>
<td>PSY 625 Advanced Statistics</td>
<td>Ph.D., Neurosciences, University of California at San Diego</td>
<td>Adjunct CUNY SPS Psychology Program</td>
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<tr>
<td>Title/Rank of Position</td>
<td>No. of New Positions</td>
<td>Minimum Qualifications (including degree and discipline area)</td>
<td>Expected Course Assignments</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| Associate Professor or Assistant Professor of Nursing | 1 | EdD or PhD or DNS, RN Advanced practice in any specialty | • AP Pharmacology  
• AP Pathophysiology  
• AP Population Focused Health Assessment | Spring 2017 |
| Associate Professor or Assistant Professor of Nursing Education | 1 | Doctorate, RN Experience teaching in nursing education programs | • Nursing Education Practicum  
• Nursing Curriculum and Program Planning  
• Pedagogical Strategies and Best Practices in Nursing Education | Spring 2018 |
| Associate Professor or Assistant Professor of Nursing Informatics | 2 | Doctorate, RN Experience in Nursing Informatics clinically; and/or teaching in a Nursing Informatics program | • Nursing Informatics Practicum  
• Understanding and Management of Decision Support and Health Information Systems  
• Nursing Informatics Applications: Education, Research, Quality Management, Patient Care and Evidence-based practice | Fall 2018 |
| Associate Professor or Assistant Professor of Nursing Organizational Leadership | 2 | Doctorate, RN Experience in Nursing Organizational Leadership clinically; and/or teaching in a Nursing Organizational Leadership program | • Nursing Organizational Leadership Practicum  
• Nursing Quality, Safety and Strategic Planning  
• Transformational Nursing Leadership in Community, Regulatory, and Healthcare Organizations | Fall 2019 |
Table 5: New Resources

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 2017-2018</th>
<th>Year 2 2018-2019</th>
<th>Year 3 2019-2020</th>
<th>Year 4 2020-2021</th>
<th>Year 5 2021-2022</th>
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</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$250,200</td>
<td>$570,456</td>
<td>$796,070</td>
<td>$819,952</td>
<td>$844,550</td>
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<td>$131,080</td>
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<td><strong>Total all</strong></td>
<td><strong>$450,160</strong></td>
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<td><strong>$1,196,608</strong></td>
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# Table 6: Projected Revenue

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<th>Revenues</th>
<th>Year 1 2017-2018</th>
<th>Year 2 2018-2019</th>
<th>Year 3 2019-2020</th>
<th>Year 4 2020-2021</th>
<th>Year 5 2021-2022</th>
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<td>Tuition Revenue</td>
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<tr>
<td>From New Sources</td>
<td>$253,604</td>
<td>$669,002</td>
<td>$1,302,871</td>
<td>$1,808,171</td>
<td>$1,970,203</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$253,604</strong></td>
<td><strong>$669,002</strong></td>
<td><strong>$1,302,871</strong></td>
<td><strong>$1,808,171</strong></td>
<td><strong>$1,970,203</strong></td>
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<tr>
<td>From New Sources</td>
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<td>Other Revenue</td>
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<td><strong>Total</strong></td>
<td><strong>$83,000</strong></td>
<td><strong>$215,800</strong></td>
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<td><strong>$0</strong></td>
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<td><strong>Grand Total</strong></td>
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<td><strong>$884,802</strong></td>
<td><strong>$1,302,871</strong></td>
<td><strong>$1,808,171</strong></td>
<td><strong>$1,970,203</strong></td>
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<tr>
<td>From New Sources</td>
<td>$336,604</td>
<td>$884,802</td>
<td>$1,302,871</td>
<td>$1,808,171</td>
<td>$1,970,203</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$336,604</strong></td>
<td><strong>$884,802</strong></td>
<td><strong>$1,302,871</strong></td>
<td><strong>$1,808,171</strong></td>
<td><strong>$1,970,203</strong></td>
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Table 7: Five-Year Financial Projections for Program Worksheet

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<tr>
<th>DIRECT OPERATING EXPENSES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>2 Full Time Faculty - Core Curriculum</td>
<td>$180,000</td>
<td>$185,400</td>
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<td>$159,135</td>
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<td>$159,135</td>
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<td>$223,358</td>
<td>$230,058</td>
<td>$236,960</td>
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<td>$15,080</td>
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<td>Consortial Faculty</td>
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<td>Adjunct Faculty</td>
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<td>$0</td>
<td>$11,960</td>
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<td>$0</td>
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<td>$131,080</td>
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<td>$38,377</td>
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<td>Associate Director (@30% of time)</td>
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<tr>
<td>Academic Director (@ 30% of time)</td>
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<tr>
<td>Part Time Staff Base Salary (list separately)</td>
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<td>Student Hourly</td>
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<td>Part Time Employee Fringe Benefits (13%)</td>
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<td>Sub Total P/T Staff</td>
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<td>$0</td>
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<td>Full Time Staff Fringe Benefits (43%)</td>
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<td>Library Staff Part Time (List Separately)</td>
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<td>Part Time Employee Fringe Benefits (13%)</td>
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## Proposal to Establish Graduate Programs in Nursing

CUNY School of Professional Studies

Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015

Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

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<td>$1,093</td>
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<td>$10,000</td>
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<td>Membership Fees</td>
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<td>Computer Repair and Maintenance</td>
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<td>Classroom Equipment</td>
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<td>TOTAL</td>
<td>$450,160</td>
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# SUPPLIES AND EXPENSES (OTPS)

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<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
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<tbody>
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<td>Consultants</td>
<td>$1,000</td>
<td>$1,030</td>
<td>$1,061</td>
<td>$1,093</td>
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<tr>
<td>Office Supplies</td>
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<tr>
<td>Instructional Supplies</td>
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<td>$3,183</td>
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<tr>
<td>Computer Repair and Maintenance</td>
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# CAPITAL EXPENDITURES

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<th>2018</th>
<th>2019</th>
<th>2020</th>
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</tr>
<tr>
<td>Classroom Equipment</td>
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<td></td>
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<tr>
<td>Other (list separately)</td>
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</table>

<table>
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<th>Other (list separately)</th>
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<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
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<tbody>
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<td>Intellectual Property (course development)</td>
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<td>$10,000</td>
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<tr>
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### Table 8: Five-Year Revenue Projections for Programs

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<tbody>
<tr>
<td></td>
<td>F/T</td>
<td>P/T</td>
<td>F/T</td>
<td>P/T</td>
<td>F/T</td>
</tr>
<tr>
<td>Enrollment</td>
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<td>4</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td>Tuition Total</td>
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<td>$211,462</td>
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<td>$57,106</td>
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<tr>
<td>New Resources</td>
<td>$253,604</td>
<td>$669,002</td>
<td>$1,302,871</td>
<td>$1,808,171</td>
<td>$1,970,203</td>
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<tr>
<td>OTHER</td>
<td>$83,000</td>
<td>$215,600</td>
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<tr>
<td>TOTAL</td>
<td>$336,604</td>
<td>$884,802</td>
<td>$1,302,871</td>
<td>$1,808,171</td>
<td>$1,970,203</td>
</tr>
</tbody>
</table>

**Assumptions:**
- Roll out: Year one - MS in Nursing Education and MS in Nursing Organizational Leadership; Year two - MS in Nursing Informatics; Year three: all certificates and BS to MS students begin graduate level coursework.
- Tuition for 2017-2018 based on the anticipated tuition rate for that year. Tuition for the remaining years reflect the 2017-2018 rates with 2% annual increases.
- Part-time students will take 6 credits per term (on average).
- Based on enrollment at other on-line MS in Nursing programs, 65% of students will be employed, making 95% of enrollment part-time.
- MS programs: One term retention = 90%; One year (year one to year two) retention = 85%; Two year (year two to year three) retention = 80%; Full time graduation rate in two years = 70%; Part time graduation rate in 3 years = 60%; Part time graduation rate in 4 years = 70%.
- Certificate programs: One term retention = 90%; Two term retention = 80%; Three term graduation rate = 70%.
- BS to MS programs: One term retention = 85%; One year retention = 80%; Two year retention = 70%; Part-time graduation rate in 3 years = 50%.

SPS received an allocation from the University to support the development and implementation of the MS in Nursing programs. This darker shaded enrollment for the BS to MS programs indicates undergraduates level enrollment.
### Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

#### MS Programs Enrollment and Tuition Revenue

<table>
<thead>
<tr>
<th>Year</th>
<th>MS Education</th>
<th>MS Informatics</th>
<th>MS Org Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>Pa 17 F 2, T 12</td>
<td>Sp 18 G 2</td>
<td>Pa 17 F 2, T 12</td>
</tr>
<tr>
<td>2018</td>
<td>Pa 17 F 3, T 12</td>
<td>Sp 18 G 3</td>
<td>Pa 18 T 2</td>
</tr>
<tr>
<td>2019</td>
<td>Pa 17 F 3, T 12</td>
<td>Sp 18 G 3</td>
<td>Pa 18 T 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition Rate</th>
<th>Tech, Fee</th>
<th>Infra, Fee</th>
<th>Ac. Ex. Fee</th>
<th>Sub Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>$5,270</td>
<td>$2,625</td>
<td>$6,270</td>
<td>$2,625</td>
<td>$11,940</td>
</tr>
<tr>
<td>2018</td>
<td>$6,375</td>
<td>$2,706</td>
<td>$6,375</td>
<td>$2,706</td>
<td>$19,146</td>
</tr>
<tr>
<td>2019</td>
<td>$5,463</td>
<td>$2,769</td>
<td>$5,463</td>
<td>$2,769</td>
<td>$14,927</td>
</tr>
</tbody>
</table>

#### Total MS Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Tuition Rate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2,195</td>
<td>$5,270</td>
<td>$23,880</td>
</tr>
<tr>
<td>2018</td>
<td>2,195</td>
<td>$6,375</td>
<td>$19,146</td>
</tr>
<tr>
<td>2019</td>
<td>2,195</td>
<td>$5,463</td>
<td>$14,927</td>
</tr>
</tbody>
</table>

#### Total Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Tuition Rate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2,195</td>
<td>$5,270</td>
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<tr>
<td>2019</td>
<td>2,195</td>
<td>$5,463</td>
<td>$14,927</td>
</tr>
</tbody>
</table>

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## Proposal to Establish Graduate Programs in Nursing

CUNY School of Professional Studies

Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015

Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

### Advanced Certificates Enrollment and Tuition Revenue

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>F</td>
<td>P</td>
<td>F</td>
<td>P</td>
<td>F</td>
<td>P</td>
</tr>
</tbody>
</table>

### Enrollment

- **Fees**
  - Tuition Fee
  - Tech. Fee
  - Initial Fee
  - An. Exp. Fee
  - Sub Total

### Tuition Revenue

- **Fees**
  - Tuition Fee
  - Tech. Fee
  - Initial Fee
  - Sub Total

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>F</td>
<td>P</td>
<td>F</td>
<td>P</td>
<td>F</td>
<td>P</td>
</tr>
</tbody>
</table>

### Total AC Programs

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

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Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
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Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
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### BS-MS Programs Enrollment and Tuition Revenue

<table>
<thead>
<tr>
<th>BS-MS Education</th>
<th>BS-MS Informatics</th>
<th>BS-MS Org Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fa 17</strong></td>
<td><strong>Op 16</strong></td>
<td><strong>Grads</strong></td>
</tr>
<tr>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td><strong>Total MS Programs</strong></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Tech. Fee</strong></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Insts. Fee</strong></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Ac. &amp; Ex. Fee</strong></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### BS-MS Programs Total Revenue

<table>
<thead>
<tr>
<th><strong>Year 4 (2020-2021)</strong></th>
<th><strong>Year 5 (2021-2022)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fa 23</strong></td>
<td><strong>Op 22</strong></td>
</tr>
<tr>
<td>FT</td>
<td>PT</td>
</tr>
<tr>
<td><strong>Total MS Programs</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Tech. Fee</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Insts. Fee</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Ac. &amp; Ex. Fee</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td>$0</td>
</tr>
</tbody>
</table>

The table above shows the projected enrollment and tuition revenue for the BS-MS programs over a five-year period, with details for each academic year.
Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
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Application for Addition of the Distance Education Format to a Registered Program

Name of Institution: CUNY School of Professional Studies at the Graduate School and University Center
CEO or Designee: George Otte, Associate Dean of Academic Affairs

Signature: [Signature]
Date: 12/10/15

The signature of the institutional representative indicates the institution's commitment to support the proposed distance education program.

Distance Education Contact Person: George Otte, Associate Dean of Academic Affairs

Telephone: 646.344.7258
Fax:
E-mail: george.otte@mail.cuny.edu

Program Title: Nursing
Program Code: TBD
Degree or Certificate Awarded: M.S., Adv. Cert., BS-MS
HEGIS Code: 1203.10 and 1203.12

Anticipated enrollment in distance program:
Initial: 30
Maximum by year 3: 230

Term length (in weeks) for the distance program: 15

(Is this the same as term length for classroom program?) Yes X No □

How much "instructional time" is required per week per credit for a distance course in this program?
Answer: Instructional time is the same as traditional in-person courses – 45 hours per course.

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

What proportion or percentage of the program will be offered in Distance Education format?
Answer: 100%

Part A: Institution-wide Issues: Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

Answer: This is not the first online degree program at the School of Professional Studies.

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.
I. LEARNING DESIGN

How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Answer: To ensure that the standards and requirements of the proposed program are fully consistent with programs that are 100% face-to-face in the City University and elsewhere, fulltime faculty from several CUNY colleges were involved in the program design.

Online programs at the CUNY School of Professional Studies are designed, developed and implemented according to the New York State Education Department’s Principles and Standards of Good Practice for Distance Education. The Nursing programs will also follow best practices in online education identified by the Middle States Commission on Higher Education and the Western Cooperative for Educational Telecommunications. These organizations expect colleges and universities to demonstrate their institutional commitment to a new program. In the case of the Nursing programs, CUNY has proven its commitment through its insistence on academic rigor, its investment of resources in learner support, and its mandate for ongoing program evaluation and continuous improvement. As is the case for these current degrees, the Dean will oversee and implement continuous improvement through regularly scheduled assessment of student satisfaction, learning effectiveness, student outcomes, and faculty satisfaction. In addition to internal control processes, the School of Professional Studies will participate in Middle States reviews through its affiliation with the CUNY Graduate School and University Center.

Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?

Answer: Yes, the courses will be offered in a configuration that allows timely completion of requirements. The course offering schedule will provide all students with the opportunity to enroll full-time each semester, including summer, and to meet enrollment requirements for financial-aid eligibility. Course pre- and co-requisites also have been set to allow for uninterrupted progress through the required coursework.

How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

Answer: The new Nursing programs will use the complete suite of online education tools offered by the University. In addition to software options standard throughout the University, the online programs use other technology options that facilitate interaction and collaboration between students and their instructors and peers. Also, instructors are trained to use resources to create online mini-lectures that can be accessed by students repeatedly and on a 24/7 basis. Decisions about "which technologies to use for which activities" were derived from previous experience in the online programs offered at the School of Professional Studies and a long history of online education at the City University of New York.

As part of the program’s overall quality control initiative, consortial faculty and other instructional staff meet each semester to evaluate individual student progress as well as macro-level program trends. Critical to these discussions are effective pedagogies and appropriate technologies. Faculty can draw on their own experiences with these technologies and from student input from end-of-term surveys. At these meetings, the group will set and refine plans for using new technology tools. Additionally, program leaders and faculty will interact regularly with software and hardware vendors and, through conference attendance and other means, keep informed about new options.
How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

**Answer:** Regular interaction and collaboration between students and with their faculty is essential for the success of distance learning programs. To create and support these exchanges, the program will use the communication features of the University’s Blackboard course management system, including many innovative plug-ins that allow students to collaborate efficiently. Students will participate in online discussions, co-author team projects, keep running journals of their field experiences, and create their own blogs for communicating research results. For those times that students wish to work together in small groups, they will have access to Blackboard Collaborate, an online tool that will allow students located anywhere to see each other’s computer screens, co-author a document or spreadsheet simultaneously, and communicate both in text and, if they choose, with audio and visual connections.

How do faculty teaching online courses verify that students are doing their own work?

**Answer:** All students are bound by the academic policies established by the School of Professional Studies, and published in the School’s web site, academic handbook, and annual bulletin. However, that does not diminish the need to develop assessment mechanisms that ensure that each student leaves with the knowledge and skills expected of program graduates. Instructors routinely use the Safe Assign feature of the Blackboard course management system that compares students’ written work with a very large database of previously published work and highlights sections that have been copied without appropriate attribution. To make certain that each student is doing his or her own work, faculty routinely replace traditional quizzes and exams that test for facts and information acquisition with project-based work, which assesses practice-based competencies and has longer time-on-task requirements. With project-based assessment, faculty often require pre-project proposals and other incremental submissions that establish a narrative pattern which, when changed midstream, makes cheating obvious. Further, the extended submission stream makes it difficult for anyone to serve as a “stand in,” as could happen with isolated remote exams. Public course discussion forums provide another device that establishes each student’s narrative voice which is hard for someone else to reproduce. When faculty do give exams, the questions often are open-ended, so that students must synthesize the material from previous learning modules. This technique limits the chances of someone else doing the students’ work.

II. OUTCOMES AND ASSESSMENT

Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

**Answer:** Each course syllabus has a clear set of competencies—identifying required subject matter mastery, contextual considerations, and practice-based skills—that students must demonstrate to successfully complete the course. In addition, program outcomes will be clearly outlined in web site content, bulletins, and other program materials. Faculty will also review these requirements at the beginning of each course. The broad learning outcomes specified for the Nursing programs were developed in collaboration with full time faculty and current adjunct faculty who are expert practitioners and well as staff of service agencies responsible for staff education.

Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

**Answer:** The majority of courses will emphasize complex project-based and case analysis assignments so that students will have to demonstrate a more complete understanding of the concepts and information in courses and
mastery of course content. The majority of courses require presentations, either individually or in teams, in which students present their own solutions to problems and cases. Rubrics will be developed for these assignments and shared with students as guides for their work and for the interpretation of feedback. This mode of assessment is a critical supplement to the fact-based measurements afforded by exams and quizzes.

III. PROGRAM EVALUATION

What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

**Answer:** The School of Professional Studies uses a two-part process for monitoring academic quality and tracking programmatic outcomes of its distance learning programs. The program’s academic director—someone holding faculty rank—will supervise ongoing operations on a semester-by-semester basis and be responsible for addressing student concerns in all aspects of their enrollment. In addition, there will be a group of consortial faculty members who will guide the program’s content, quality of education, and student learning. The consortial faculty, along others who teach in the program, will meet twice each semester to evaluate individual student progress as well as macro-level program trends. At these meetings, the larger group will set and refine the agenda for the year to come.

Secondly, the dean and associate deans will (and do) take a proactive role in monitoring and understanding student success and satisfaction for all programs. The School’s senior leadership, academic directors, and senior staff at SPS regularly review student progress and retention metrics.

How will the evaluation results will be used for continuous program improvement?

**Answer:** Each year, the School of Professional Studies conducts a strategic planning process, tied to the University-wide Performance Management Process (PMP), where administrative and academic directors come together to discuss the successes and challenges of the previous year and to set a course for the next. By combining the perspectives of those who teach and others who provide critical student and administrative support, the School is better able to create holistic solutions for the problems that students face. By bringing together representatives from across all programs, the School is sure to develop inclusive responses that better serve everyone.

During the planning process, evidence provides the backbone for future action; pass rates, retention and graduation statistics, student survey results, and a breadth of operational performance metrics will guide the planning process and future resource investments. Individual student stories add depth and quality to these metrics and are especially valuable in identifying opportunities for improvement.

How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

**Answer:** The evaluation process includes an “academic review” each term, attended by the academic director and consortial faculty, as well as any teaching faculty who wish, to meet and discuss each student’s performance. This review of both quantitative and qualitative data provides in-depth information about students’ competency acquisition, beyond simple alpha-numeric grades. It also gives faculty the information they need to guide students in upcoming courses.

Students’ thesis and other research projects will be evaluated by faculty as part of the ongoing assessment process for academic programs, to ascertain that program learning outcomes and goals are being met.
External Evaluation

Evaluation Report Form for Program Proposals

Institution: CUNY School of Professional Studies

Evaluator(s): Edmund J. Y. Pajarillo, PhD, RN BC, CPHQ, NEA BC
Associate Professor
Adelphi University
Garden City, NY

Program title: Nursing Informatics; Nursing Organizational Leadership

Degree title: M.S.; Advanced Certificate; and, B.S. to M.S.

Date of evaluation: 12/07/2015

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The CUNY School of Professional Studies’ (SPS) proposal for programs in Nursing Informatics and Nursing Organizational Leadership is well thought-out, timely, relevant, and need-based. Technology has recently become quite abundant in almost all sectors of our society, including healthcare. There are many new technological adjunctive tools used in healthcare organizations, including the HITECH mandate to transform manual patient care documentation to electronic medical records (EMRs). Most healthcare facilities are in this changeover mode, and nurse informaticists are clearly needed to serve as liaison between nurses, nursing administration, and software designers. This need is well articulated in this programmatic proposal, including the projected number of jobs needed in subsequent years. This need for these programs is not only because of changes in healthcare but with other future modifications that will involve technology and healthcare systems. Healthcare organizations are willing to hire a commensurate salary in lieu of the expertise that nursing informaticists are able to provide in varying capacities, e.g., systems analysts, quality management, data analysts and miners, strategic planners, system designers, etc. The surge in technology is here to stay, as evidenced by its many uses in various other applications and sectors, i.e., food industry, smart devices, business transactions, etc.

Factors affecting the need for Nursing Organizational Leadership majors are plenty and also clearly articulated in the proposal. Examples of these include the requirement for Magnet hospitals and those seeking accreditation that nursing managers and those above them should have a minimum of a master’s degree in leadership. The 2010 Institute of Medicine report entitled “The Future of Nursing,” also clearly detailed the need for nurses to achieve higher education and safe nursing practice. The report added that to achieve these, we need nurses who are competent in information management and technology, as well as leaders who will be able to transcend the rigors and barriers to smooth, safe, and quality health care delivery. The evolution in healthcare continues, and we need nurse leaders who are savvy and knowledgeable in these reforms and innovative delivery systems, financial management, leadership approaches, and motivational styles. These are all evident in the robust and tightly woven courses designed for both proposed Nursing Informatics and Nursing Organizational Leadership programs contained herein the proposal.

It is surprising to me that a large educational system such as the City University of New York (CUNY) is not offering either Nursing Informatics or Nursing Organizational Leadership, and none of their existing MSN programs from the three schools that offer MSN degrees are offered online. Most educational institutions are trying to take a portion of the online education market, since this is clearly one of those changes that dictate the educational systems’ future. CUNY is an established academic system with its infrastructure already set-up, with renowned faculty and researchers, and a vast network of resources and affiliations in the community. There is a big market out there for these programs. Many New York residents are quite familiar with the quality and rigor of education that CUNY offers that those who cannot physically be in a traditional brick and mortar facility to further higher education will readily latch on this program opportunities.
The proposal is also explicit in terms of its evaluation criteria and how it will be monitored. The metrics are a bit high for a new program. But as I mentioned, once New York residents hear about this online MSN program, particularly the target market, they will be taking these programs as an opportunity to further their education and career. I, therefore, believe that the evaluative metrics are attainable and on point.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

As I mentioned in #1 in the prior page, there is a captive market for all three degrees for these programs: MSN, Post-Master's Certificate, and RN-MSN in both Nursing Informatics and Nursing Organizational Leadership. The need is well explained and described in the proposal. Both degrees focus on programs that are currently in high demand that the CUNY system does not currently offer, whether face-to-face or online. Nursing is becoming more and more complex, as it is influenced by regulatory and reimbursement changes, more difficult and complicated patients' illnesses to manage, and increasing cost of healthcare that is demanding to contain. The skills of both graduates of Nursing Informatics and Nursing Organizational Leadership will be quite relevant in honing nurses with the knowledge, attitude, and expertise to address these challenges and innovations.

3. Comment on the plans and expectations for continuing program development and self-assessment.

Developers of the programs have designed an intricate but well-laid out plan for program development and assessment using standards as stipulated in the Essentials of Master's Education in Nursing (American Association of Colleges of Nursing [AACN], 2011). These essential competencies and learning outcomes have been aligned and integrated in the curricula of all three programs of the proposed degree offerings in Nursing Informatics and Nursing Organizational Leadership. There is both administrative oversight of the day-to-day operations, as well as faculty governance to examine and analyze program and course learning outcomes, and periodic reviews to identify strengths and weaknesses. From these initiatives, recommendations on how to handle programmatic issues and concerns, and activities to further reinforce areas that will be identified as strengths will be developed and implemented. There will be regular semester, annual, and as-needed program reviews in conjunction with the structure, strategic planning, and evaluative processes already being used in the other programs of the CUNY School of Professional Studies.

4. Assess available support from related programs.

CUNY SPS has a big advantage being part of the New York City's municipal educational system. The other school facilities that are part of the CUNY system, most especially those that offer associate degrees in nursing, have embraced the CUNY SPS online offering for RN-BSN program. Since there is no MSN program in the CUNY system that is presently available online, other member schools in the CUNY system are looking toward these degree proposals. Letters of support from other schools, private hospitals, and NY city's municipal hospital system (Health & Hospital Corporation) demonstrate this positive anticipation for these proposed online programs. It is very evident that these degree offerings are strongly anticipated and will be supported, either in clinical education or practicum in their respective healthcare facilities, supporting their staff to pursue higher education via these programs, or hiring future CUNY graduates of these degrees.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

The high need and demand for these degrees and particular programs are significant. There is a great need in the job market for graduates of these degrees, and the proposal writers and administrators have articulated and described this need very well. It is not only in NY State that the need is evident, but nationally. Salaries for graduates of these programs are also among the highest, adding to their remarkable popularity. Additionally, the fact that the programs are offered online make it even more convenient and attractive to the target market (as most of them are working fulltime and have other competing personal and professional priorities). The demand for nurse informaticists and nurse organizational leaders will only continue to grow because of all the mitigating factors described in the proposal, e.g., pervasiveness of technology in healthcare, the increased use of electronic health records, data warehousing and repositories that will require experts in big data analysis, systems evaluations, and strategic planning and forecasting. In the nursing organizational leadership degree programs, the increased demand will
II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The descriptions of full-time and part-time faculty for the proposed programs are impressive. All carry the requisite and appropriate qualifications in terms of education, experience, and credential requirements for the courses that will be taught across the various programs. All listed faculty have doctorates and their expertise and credentials match the course requirements for the degree programs. The proposal also lists other faculty yet to be hired. The description of other faculty who needs to be hired aligns with the qualifications, experience, and competence needed to match all the courses inclusive in both Nursing Informatics and Nursing Organizational Leadership programs.

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

As mentioned in #6 above, the number of faculty, fulltime and part-time, is adequate. The size of the faculty is appropriate to start with and will cover the beginning courses that will be offered in Nursing Informatics and Nursing Organizational Leadership, across the BS-MSN, Advanced Certificate, and MSN degrees. All are qualified in terms of having doctoral degrees, national certification in specialty areas, and can teach various courses in the different degree offerings. The proposed faculty who are yet to be hired is likewise appropriate in number and required qualifications.

8. Evaluate credentials and involvement of adjunct and support faculty.

The adjunct and support faculty is suitable based on the description in the proposal. Adjunct and support faculty is appropriate and will be hired based on the progressive teaching and clinical needs for the various programs. Adjunct and support faculty will be most fit specifically when the need for faculty will be in areas that require current and immense experience, e.g., newly marketed clinical systems, understanding the design of innovative systems and decision supports, clinical practice, and etc. for Nursing Informatics courses; and new and demonstration models for healthcare delivery and reimbursements, most recent regulatory changes, practicum, and etc. for Nursing Organizational Leadership.

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

Since the CUNY system is well established and already has existing centralized admissions, student affairs, financial aid, business and finance, and other support departments, a small budget for resources and facilities is earmarked for these new online degree programs. There is some budget for library resources, computer hardware and office furniture. However, there is no description of other additional staff for support services, i.e., dedicated IT staff to support faculty in developing the web course sites since these proposed programs are all online. In looking at the budget and support from the CUNY administration (Table 7), there are line items for faculty development, conferences, and miscellaneous expenses. I can only assume that some of these monies will be for training, practice, and use of the course management systems to develop the many course sites for each subject in the proposed programs. I can also assume that since the CUNY SPS already has the RN-BSN program online and running, there exists support staff to help manage the learning platforms. With 6 various degree offerings between the Nursing Informatics and Nursing Organizational Leadership programs (and another 3 for Nursing Education), I would recommend at least a dedicated IT staff to support faculty as they build the course sites and rollout the proposed programs to ease the
10. (Only for programs requiring master plan amendment.) What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

Judging from the budget presented in Tables 5 & 7, the CUNY system strongly supports the proposed programs. While salaries and fringe benefits are based on collective bargaining agreements, the figures are competitive with other educational institutions in New York. There is adequate full-time and part-time faculty, full-time and part-time support staff, projected faculty hires over at least the next three academic years from its initial implementation, and additional funding for educational resources, e.g., library, computer hardware and programs, faculty development, conferences, and other related support services.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

Strong and valid arguments are clearly identified in the proposal for CUNY to offer the Nursing Informatics and Nursing Organizational Leadership programs. The implementation of these proposed online programs and degree offerings by CUNY is long overdue. (1) The number of educational institutions offering online programs and degrees has increased significantly over the last decade. Many are also offering their programs in both physical or ground and online formats. (2) The need and demand for CUNY to offer the Nursing Informatics and Nursing Organizational Leadership programs are compelling. With technology becoming more and more pervasive and ubiquitous in all sectors of the society, including healthcare, there is an obvious need for nurse informaticists to serve as liaisons between the disciplines of nursing and computer science; both disciplines that often have difficulties understanding what the other party needs to carry out their roles. (3) Aside from technology effecting sweeping changes in our workflow processes, new tools, adjunctive devices, and updates to currently existing electronic systems are often being developed and more frequently than one can easily master. Majority of these system users are nurses who often complain that they are experiencing “technology burn-out” because of the frequent changes and systems that do not really help them with the work they do, that these technologies do not facilitate their day-to-day responsibilities. Nurse informaticists will be able to translate and advocate for what applications, programs and specific features will truly enhance the work of nurses and help contribute to safe and quality patient care. (4) The essentials of master’s education is well described to include competence in information technology and management as prescribed by the Association of American Colleges of Nursing, Technology Informatics Guiding Education Reform, HITECH and Meaningful Use, IOM Reports (1999, 2010), and Quality & Safety Education for Nurses. (5) The increased focus on evidence-based practice for safe and quality care that can well be supported by nurses who are knowledgeable, aware, and appreciate Nursing Informatics concepts, theories and tools. (6) The Federal mandate for HITECH and Meaningful Use where nurse informaticists are clearly the leaders in transforming healthcare into the electronic age. (7) The scope of Nursing Informatics is far and wide that nurses’ expertise is needed in various areas such as project management, systems evaluation and design, financial and strategic planning, data warehousing and mining analysis, and conceptualizing and assisting in planning and designing point of care devices to improve patient care. (7) There are many job opportunities in various areas of sub-specializations in Nursing Informatics.

As far as the program in Nursing Organizational Leadership, there are likewise many strong arguments identified to support its need. (1) Nursing leadership in healthcare now requires a skillset of dynamic, transformational and pro-active approaches since the healthcare is rapidly being remodeled via the implementation of the ACA. (2) Many of these changes require financially-savvy nurse managers and administrators who can navigate, understand these changes, develop new ways to address these innovations, and for their healthcare organizations to remain financially viable and sustainable. (3) The switch in the focus of care from mostly hospital-based care to other settings, including the home, transitional facilities, rehabilitation and nursing homes, group homes, communal recovery sites, etc. require sophistication among nurse managers and administrators who understand the complexities and intricacies of the evolving health care system. (4) Managing a workforce of nurses that come from diverse backgrounds, with clear and distinct chronological and attitudes, will be a real challenge that will require transformational and dynamic leadership.
The curriculum for both Nursing Informatics and Nursing Organizational Leadership covers many relevant competencies. I consider the course offerings as described in the proposal to be relevant and current given the current changes and status of healthcare. Graduates of the various programs will have at least the educational background to build from and hone their skills in becoming competent, responsive, and dynamic nurse informaticists and nurse leaders respectively. I also particularly applaud the plan for implementation (recruitment and marketing of the target market) to build the program from. Starting out slow, word will quickly go around about these programs and CUNY’s excellent educational reputation will help to grow the program. I also like the program evaluation plan that clearly mapped out the student learning outcomes with the standards and essentials required for Master’s education. The phased-in implementation, including the hiring of faculty and staff is also a calculated move, slowly growing the faculty and personnel as the program rolls out. The administrative support from CUNY based on the budget proposal is also a strong indication that the CUNY system likes to forge ahead with these programs. And finally, the expense and revenue projections over the 5-year implementation provides the reviewers and accreditors an excellent insight into the potential additional income to the CUNY system (reflected in the Projected Income and Revenues table), which they can use for other program development and enhancements; replacement of outdated hardware, programs, and other resources, recruitment of additional faculty, additional resource acquisitions, faculty and professional development that will only contribute to better teaching, and seed money to support the scholarship endeavors of faculty.

In terms of recommendations to enhance and improve on the proposal, I stand by my recommendation that a dedicated IT staff (1 or 2) be added to these new programs (that is if there is currently none, as it is not clear to me in the budget proposal if there is provision for this or not). The support that the dedicated IT or multimedia designers will bring to a beginning large program is so valuable and crucial to its success.

Congratulations on a well conceptualized and much needed online degree offerings. I cannot wait to see CUNY reap its successes and develop a unique niche in distance education.
Evaluation Report Form for Program Proposals

Institution: CUNY School of Professional Studies at the Graduate School and University Center

Evaluator: Maria G. Rosario-Sim, EdD, PPCNP-BC, RNC Professor and Director NP Programs
SUNY Downstate Medical Center College of Nursing

Program Title: Nursing

Degree Title: Master of Science

Date: November 13, 2015

1. PROGRAM

1.1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The purpose, structure, and requirements as well as the formal mechanism for program administration and monitoring are strong and solid. The focus of the programs will be providing fully online options for Baccalaureate prepared nurses seeking to further their education, which is required to function as leaders in the evolving healthcare systems and meet the needs for nursing education programs. A total of nine (9) programs are being proposed. Also being proposed is a dual/joint program in each specialty area with CUNY SPS’s existing BS in Nursing, resulting in a seamless progression (and “fast-track”) from the BS to the MSN programs. These dual programs will allow those who hold an RN license who are in the BS program to continue directly into graduate studies. This review is focused on the Masters in Nursing Education program; the dual BS and MS in Nursing Education program; and the Advanced Practice Certificate in Nursing Education program. The rationale for the proposed programs is evidence-based reflective of the changing directions of the discipline, the evolving health care and the changing needs of the society. The program requirements are well developed and sound. The curriculum is logically structured to achieve expected student outcomes. The curricular requirements of the program reflect the purpose of the proposed degrees. The required credits for the degrees constitute a well-reasoned combination of required courses for each of the proposed degrees. The subject areas are covered in the required courses as well as the prerequisites and undergraduate preparations and practice requirements are sound. All in all the proposed programs are unique and innovative as they are different from other CUNY programs or from private institutions in New York City.

1.2. Comment on the special focus of this program, if any, as it relates to the discipline.

As stated above, there are nine (9) programs being proposed. Also being proposed is a dual/joint program in each specialty area with CUNY SPS’s existing BS in Nursing, resulting in a seamless progression (and “fast-track”) from the BS to the MSN programs. These dual programs are so important because they will allow those who hold an RN license who are in the BS program to continue directly into graduate studies. These proposals are in line with CUNY SPS’s mission to be responsive to the needs of the students and focusing on the fields that
provide opportunities for career and service. The programs proposed will help meet a growing need for nurses with advanced education while providing a flexible opportunity for students to obtain the education they need to advance in their careers. The Advance Practice Certificate Program provides additional employment options for Masters-prepared nurses.

1.3. Comment on the plans and expectations for continuing program development and self-assessment.

The proposal is written with sound evidence of the needs of the society and the evolving health care needs, student needs, and the directions of the nursing profession. Program outcomes in all the proposed programs are clearly stated. The goals and rationale for the proposal are clearly stated which are to prepare the nurses needed to combat the current nursing faculty shortage, and to serve as leaders in the clinical and informatics workforce. Given the clear evidences of the necessity of such programs, continuing program development and self-assessments can be effectively measured annually.

1.4. Assess available support from related programs.

In delivering resources to students in the MS degrees in Nursing, CUNY SPS will build on its already established infrastructure, which supports dozens of degree and certificate programs as well as a portfolio of programs (both online and in-class). The student, faculty, and administrative services currently offered by CUNY SPS can readily be extended to this new program. CUNY SPS currently has advisors who are trained to work with undergraduate and graduate students, and all services, including the registrar, bursar, and financial.

1.5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

NOT APPLICABLE

2. FACULTY

2.1. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The proposal includes a group of highly qualified, well-trained, productive faculty scholars. Their qualifications as educators and faculty scholars are impressive. Their scholarly accomplishments in teaching, service, and research are outstanding. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty are academically prepared for the areas in which they teach.

2.2. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

The number of faculty included in the proposal is 13 including three (3) full time faculty, this number is sufficient to launch the programs. The program will start with three full-time faculty (including the Academic Director) as well as a cadre a highly qualified and experienced adjunct
instructors. All of them are highly productive, accomplished scholars qualified and credentialed to teach in their areas of responsibility. Plans to hire additional faculty to teach in the program indicated to start in 2017. As enrollment increases and courses are rolled out, additional full-time faculty will be hired.

2.3. Evaluate credentials and involvement of adjunct and support faculty.

The curriculum vitae in summary form of the 13 faculty members are included in the proposal. All of them are qualified faculty that can provide leadership and support necessary to attain the goals and outcomes of the proposed programs. Their vitae indicate they are academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes. The adjunct and support faculty are vested to accomplish the goals, and expected student and faculty outcomes and to provide effective leadership achieving the goals and expected student and faculty outcomes. The mix of full-time and part-time faculty is appropriate to achieve the mission, goals, and expected student and faculty outcomes.

Faculty new to teaching online and/or with CUNY SPS are required to attend and pass with a minimum grade of 85% CUNY SPS’ “Preparation for Teaching Online: A Foundational Workshop for CUNY Faculty.”

3. RESOURCES

3.1. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

The CUNY is well resourced for offering these programs. CUNY makes available resources to enable the programs to achieve its goals, and student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected student outcomes. Fiscal and physical resources are sufficient to enable the program to fulfill the goals, and expected outcomes of the programs. Adequacy of resources is reviewed periodically and resources are modified as needed. Physical space is sufficient and configured in ways that enable the program to achieve its mission, goals, and expected student and faculty outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the mission, goals, and expected student and faculty outcomes.

3.2. (Only for programs requiring master plan amendment.) What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

NOT APPLICABLE

4. SUMMARY COMMENTS AND ADDITIONAL OBSERVATIONS

Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.
I strongly endorse the proposed programs. The rationale for the proposed programs is evidenced-based reflective of the changing directions of the discipline, the evolving health care and the changing needs of the society. The program requirements are well developed and sound. The curriculum is logically structured to achieve expected student outcomes. The required credits for the degrees constitute a well-reasoned combination of required courses for each of the proposed degrees. It is clear that the commitment, expertise, resources, and experience of the appropriate faculty have merged with the clear needs and demands for this program, especially in large urban areas, exemplified by New York City, to create a plan for an innovative online master’s program. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. There is a defined process for regular review of the adequacy of the program’s objectives, goals, curriculum and academic support services. Review of academic support services occurs and improvements are made as appropriate. Overall, the proposed programs are unique and innovative as they are different from other CUNY programs or from private institutions in New York City. The program will create an academic bridge between Bachelor’s level and doctoral studies.
Letters of Support

October 27, 2015
John Mogulescu, Dean
CUNY School of Professional Studies
119 W. 31st Street, 16th floor
New York, NY 10001

Dear Dean Mogulescu,

As the director of Workforce Development and Management at Montefiore Hudson Valley Collaborative Performing Provider System (PPS), I am pleased to provide a letter of support for the CUNY School of Professional Studies (SPS) Masters Programs in Nursing proposal. The online program tracks in Nursing Organizational Leadership, Nursing Education, and Nursing Informatics, will offer nurses in our PPS a flexible pathway to develop requisite knowledge, leadership skills, and interpersonal abilities needed to improve the health-care system; educate current and future nurses; and integrate innovative information technology systems to promote quality and safe patient outcomes.

Nurses are on the front lines of patient care, and need to play an essential role in the evolving health care delivery system. Three major forces have an influence on nursing education today and include the following:

- The Institute of Medicine’s (IOM) landmark report, The Future of Nursing, (2011) advocates that nurses achieve higher levels of education and training through an improved education system that promotes seamless academic progression for nurses, so as to enhance their integral role in the redefined health care system.
- The American Nurses Credentialing Center (ANCC) Magnet now requires an MSN/BSN for Nurse Leaders and Managers as a standard to promote professional practice and transformational leadership.
- The Affordable Care Act calls for nurses to have the skill set to be able to mold health policies, identify best practices, work inter-professionally, and shape the future of health care.

The Office of Workforce Development and Management at Montefiore Hudson Valley Collaborative PPS, supports this partnership with CUNY School of Professional Studies (SPS) Nursing Program which will be one of mutual input and benefit. Insights into the knowledge and skills needed by our nursing staff will be offered and CUNY SPS Nursing will work to develop a program that helps meet those needs. Collaboratively, we will inform curriculum, and help recruit and support eligible participants as they pursue graduate education. The CUNY SPS Masters in Nursing Programs can be a viable choice for our Nursing Staff and Leaders at Montefiore Hudson Valley Collaborative PPS. Additionally, the fast-track AAS to MSN options as well as the Advanced Certificates will provide many options for nurses; while the online format will provide flexible access for fully employed nurses in New York and beyond.

As the academic medical center and University Hospital for Albert Einstein College of Medicine, Montefiore Health System is recognized for clinical excellence and one of the premier health systems in the Bronx, NY. We are committed to excellence in patient care and encourage our nursing staff to achieve advanced education and certifications. We look forward to collaborating with your faculty and working with graduates from your programs.

Sincerely,

Joan Chaya
Director, Workforce Development & Management
Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

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John Mogulescu, Dean  
CUNY School of Professional Studies  
119 W. 31st Street, 10th floor  
New York, NY 10001

Dear Dean Mogulescu,

The Office of Patient Centered Care for NYC Health and Hospital Corporation is pleased to provide a letter of support for the CUNY School of Professional Studies Masters Programs in Nursing proposal. The online program tracks in Nursing Organizational Leadership, Nursing Education, and Nursing Informatics will offer our nurses a flexible pathway to develop requisite knowledge, leadership skills, and interpersonal abilities needed to improve the health-care system; educate current and future nurses; and integrate innovative information technology systems to promote quality and safe patient outcomes.

Nurses are on the front lines of patient care, and need to play an essential role in the evolving health care delivery system. Three major forces have an influence on nursing education today and include the following:

- The Institute of Medicine’s (IOM) landmark report, The Future of Nursing, (2011) advocates that nurses achieve higher levels of education and training through an improved education system that promotes seamless academic progression for nurses to play an integral part in the redefined health care system.
- The American Nurses Credentialing Center (ANCC) Magnet recommends an MSN for Nurse Leaders and Managers.
- The Affordable Care Act calls for nurses to be able to mold health policies, identify best practices, work inter-professionally, and shape the future of health care.

Health and Hospitals Corporation supports this initiative. The partnership with CUNY School of Professional Studies Nursing Program will be one of mutual input and benefit. HHC Office of Patient Centered Care will offer insights into the knowledge and skills needed by our nursing staff. CUNY SPS Nursing will work to develop a program that helps meet those needs. Collaboratively, we will inform curriculum, and help recruit and support eligible participants as they pursue graduate education. The CUNY SPS Masters in Nursing Programs can be a viable choice for our Nursing Staff and Leaders at HHC. Additionally, the fast-track AAS to MSN options as well as the Advanced Certificates will provide many options for nurses; while the online format will provide access for fully employed nurses in New York and beyond.

As the largest municipal hospital system in the U.S. we are committed to excellence in patient care and encourage our nursing staff to achieve advanced education and certifications. We look forward to collaborating with your faculty and working with graduates from your programs.

Sincerely,

Lauren Johnston
Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

John Mogulescu, Dean
CUNY School of Professional Studies
119 W. 31st Street, 10th floor
New York, NY 10001

Dear Dean Mogulescu,

The NYC College of Technology/CUNY Nursing Program is pleased to provide a letter of support for the CUNY School of Professional Studies (SPS) Masters Programs in Nursing proposal. The online program tracks in Nursing Organizational Leadership, Nursing Education, and Nursing Informatics, will offer nursing students and clinical faculty a flexible pathway to develop requisite knowledge, leadership skills, and interpersonal abilities needed to improve the health-care system; educate current and future nurses; and integrate innovative information technology systems to promote quality and safe patient outcomes. The online format will offer a flexible option within CUNY not currently available.

Nurses are on the front lines of patient care, and need to play an essential role in the evolving health care delivery system. There are major forces that have an influence on nursing education today and include the following:

- The Institute of Medicine’s (IOM) landmark report, The Future of Nursing, (2011) advocates that nurses achieve higher levels of education and training through an improved education system that promotes seamless academic progression for nurses, so as to enhance their integral role in the redefined health care system.
- The American Nurses Credentialing Center (ANCC) Magnet now requires an MSN/BSN for Nurse Leaders and Managers as a standard, to promote professional practice and transformational leadership.
- The Affordable Care Act calls for nurses to have the skill set to be able to mold health policies, identify best practices, work inter-professionally, and shape the future of health care.
- Bureau of Labor Statistics (BLS) (2014) predicts a 19% increase in the need for nurses in 2012-2022, and projects that there will need to be 35 percent more faculty members to meet the expected increase in demand. (National League for Nursing, American Association of Colleges of Nursing, American Nurses Association, [2014])

The NYC College of Technology/CUNY Nursing Program, supports this initiative with CUNY School of Professional Studies (SPS) Nursing Program which will be one of mutual input and benefit. Insights into the knowledge and skills needed by our nursing clinical faculty and preceptors will be offered and CUNY SPS Nursing will work to develop a program that helps meet those needs. Collaboratively, we will inform curriculum, and help recruit and support
eligible participants as they pursue graduate education. In particular, the CUNY SPS Masters in Nursing Education Program can be a viable choice for our Nursing adjunct faculty, clinical preceptors, and nursing students. Additionally, the Advanced Certificate in Nursing Education will provide many options for clinical faculty and preceptors who may want to enhance their skill sets; while the online format will provide flexible access.

We are devoted to educating health care professionals for the communities we serve. We are committed to excellence in patient care and encourage our nursing students, clinical faculty and preceptors to achieve advanced education and certifications. We look forward to collaborating with your faculty and working with graduates from your programs.

Sincerely,

Margaret Rafferty
Margaret Rafferty D.N.P., M.P.H., M.A.
Chair, Nursing Department
Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

October 23, 2015

John Megulacs, Dean
CUNY School of Professional Studies
119 W. 31st Street, 10th floor
New York, NY 10001

Dear Dean Meguletsc,

Queensborough Community College/CUNY Nursing Program is pleased to provide a support letter for the CUNY School of Professional Studies (SPS) Masters Programs in Nursing proposal. The online program tracks in Nursing Organizational Leadership, Nursing Education, and Nursing Informatics, will offer nursing students and clinical faculty a flexible pathway to develop requisite knowledge, leadership skills, and interpersonal abilities needed to improve the health-care system; educate current and future nurses; and integrate innovative information technology systems to promote quality and safe patient outcomes. The online format will offer a flexible option within CUNY not currently available.

Nurses are on the front lines of patient care, and need to play an essential role in the evolving healthcare delivery system. There are major forces that have an influence on nursing education today and include the following:

- The Institute of Medicine’s (IOM) landmark report, The Future of Nursing, (2011) advocates that nurses achieve higher levels of education and training through an improved education system that promotes seamless academic progression for nurses, so as to enhance their integral role in the redefined health care system.
- The American Nurses Credentialing Center (ANCC) Magnet now requires an MSN/BSN for Nurse Leaders and Managers as a standard, to promote professional practice and transformational leadership.
- The Affordable Care Act calls for nurses to have the skill set to be able to mold health policies, identify best practices, work inter-professionally, and shape the future of health care.
- Bureau of Labor Statistics (BLS) (2014) predicts a 19% increase in the need for nurses in 2012-2022, and projects that there will need to be 35 percent more faculty members to meet the expected increase in demand. (National League for Nursing, American Association of Colleges of Nursing, American Nurses Association, [2014])

Queensborough Community College/CUNY Nursing Program, supports this initiative with CUNY School of Professional Studies (SPS) Nursing Program which will be one of mutual input and benefit. As one of the pioneers in forming dual/joint AAS/BSN degree partnerships within CUNY, QCC Nursing supports and promotes academic progression for our nursing students. Building on the first dual/joint degree program with SPS Nursing, QCC will provide insights into the knowledge and skills needed by our nursing clinical faculty, preceptors and students while CUNY SPS Nursing will work to develop a program that helps meet these needs. Collaboratively, we will inform curriculum, and help recruit and support eligible participants as they pursue graduate education. In particular, the CUNY SPS Masters in Nursing Education Program can be a viable choice while the fast-track AAS to MSN options and the Advanced Certificates will provide many options for clinical faculty, preceptors and nursing students who may want to enhance their skill sets. The online format will provide flexible access.

We are devoted to educating health care professionals for the communities we serve. We are committed to excellence in patient care and encourage our nursing students, clinical faculty and preceptors to achieve advanced education and certifications. We look forward to collaborating with your faculty and working with graduates from your programs.

Sincerely,

Anne Marie Mendez, Professor/Chairperson

718-631-6080 • FAX 718-631-6067 • MEDICAL ARTS, ROOM 302 • 222-65 S6TH AVENUE, BAYSIDE, NY 11364-1497
Evidence of Jobs

Nursing Professional Development Specialist (NPSD) - Nursing Education (Various Settings)
Job Posting Number: 1818
Nursing - Education
New York, NY
October 9, 2015

Company Overview:
At Memorial Sloan Kettering (MSK), we're not only changing the way we treat cancer, but also the way the world thinks about it. By working together and pushing forward with innovation and discovery, we're driving excellence and improving outcomes. For the 26th year, MSK has been named a top hospital for cancer by U.S. News & World Report. We're treating cancer, one patient at a time. Join us and make a difference every day.

Job Description:
Today, MSK is growing faster than ever before, creating new and exciting career opportunities for Nurses interested in staff training, education and professional development. We are currently seeking Nurse Educators in various specialty areas to become part of our Nursing Professional Development Specialist Team!
Working in a collaborative and multidisciplinary environment, the Nursing Professional Development Specialist (NPSD) plans, develops, coordinates, implements and evaluates nursing staff development programs, including orientation, inservices, continuing education, specialty and just in time programs. Additionally, the NPSD collaborates with Nurse Leaders and Clinical Nurse Specialists to meet institutional, departmental, divisional and unit based goals.

Opportunities are currently available in the following areas:
- Simulation
- Nurse Practitioner Program
- Inpatient (Days and Nights)
- Pediatric Oncology
- Outpatient NYC and Regional Care Network
- Perioperative Services

The NPSD position requires a NYS RN License / Registration, Master's degree in Nursing Education preferred / other nursing related masters considered. 5 years of recent and relevant clinical experience with proven leadership abilities, demonstrated knowledge of adult learning theory and use of educational teaching methodologies. Specialty certification required. BLS, ACLS, PALS Instructor preferred. NYS NP License / Registration required for NP Program Educator; NJS RN License / Registration required for opportunities in New Jersey. Hours: flexible 10 hour Days (Monday – Friday)
Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Nurse Educator - RN - ED / ICU / Med-Surg / Spine Unit

Educate the brightest minds in clinical care.

Bring your talents to NewYork-Presbyterian/The Allen Hospital, an amazing place where care, compassion and community meet a world-class experience. Be a part of a transformational team, as we bring the world’s top spine surgeons together to create our new Spine Hospital – the first of its kind in the world. As New York’s #1-ranked hospital (U.S. News & World Report), we’re a model of instructional excellence, providing a wealth of resources that help clinical educators create valuable learning experiences.

Promote a culture that values the personal and professional growth and development of nurses. Find out how you can make it possible:

Nurse Educator - RN - ED / ICU / Med-Surg / Spine Unit

Join a patient focused tight-knit team of nurse educators led by a dynamic leader, responsible for planning, implementing and evaluating educational programs for nursing staff of the Emergency Department, Intensive Care Unit, and Medical/Surgical floors, including the Spine unit.

We are looking for a nurse educator who can drive our amazing nursing teams as we move towards Magnet status. Use your nursing experience and education in a meaningful way by guiding the next generation of top-talent nurses.

Conduct clinical rounds. Identify the individual and collective learning needs of staff. Develop course curriculum and teach classes, incorporating research findings and using cutting-edge technology (e.g., online learning modules). Promote best clinical practices. Inspire award-winning nurses. Regularly evaluate staff competencies, and provide clinical mentorship and career guidance.

Key Criteria

Ideal candidates have a passion for combining innovation with education, and the ability to connect well with staff. Qualified candidates currently have a Master’s degree, preferably in Nursing Education, current NYS RN licensure, and at least 3 to 5 years of critical care experience. ED experience is preferred. CCRN certification is also preferred. ACLS and BCLS certifications are required.

This is a Monday - Friday day shift position at NewYork-Presbyterian/The Allen Hospital.

Step into a hospital where patient and employee satisfaction scores are at record highs. Enjoy competitive compensation along with benefits like tuition reimbursement, hospital retirement contributions, and financial planning assistance. Start your life-changing journey today.
Nursing Educator

Job ID 2015-1367
Facility Name Andrus
Category Nursing
Position Type Regular Part-Time
Hours Per Week 22.5
Shift Day
Work Shift Mon-Fri, workdays vary, flexible hours according to educational program needs
Posted Salary Negotiable

More information about this job:

Overview:

St. John's Riverside Hospital is a leader in providing the highest quality, compassionate health care utilizing the latest, state-of-the-art medical technology. Serving the Westchester community from Yonkers to the river town communities of Hastings-on-Hudson, Ardsley, Dobbs Ferry and Irvington, St. John's Riverside has been and continues to be a unique and comprehensive network of medical professionals dedicated to a tradition of service that spans generations.

St. John’s has been an integral part of the community since the 1890’s and its’ commitment to provide the community with the most advanced medical services available continues to be the hospitals’ vision, mission and value. St. John's Riverside Hospital built itself around an early foundation of nursing and community service. In 1894, the Cochran School of Nursing, the oldest hospital-based school of nursing in the metropolitan area, was founded, thus making the St. John's Nursing Staff more than just the backbone of the hospital, but the heart and soul. St. John’s dedicated nurses give superior attention to those who need it most with a strong emphasis on patient and family-focused nursing care.

St. John’s Riverside Hospital staff is committed to making life better for all patients. The hospital continues to elevate the services provided with the goal of increasing the quality of life for all who entrust St. John's Riverside Hospital to their care.

Personalized care together with advanced technology is what it means to be Community Strong

Responsibilities:

Responsible for planning, implementing, teaching and evaluating specific components of the Staff Development and Patient Education program in the Nursing Department. Plans and implements Nursing Orientation and continuing education programs. Participates as a team member in developing Nursing Service policies and procedures. Collaborates with the Nursing management team in assessing nursing staff educational needs. Designs educational offerings with realistic behavioral objectives based on assessed learner needs which are consistent with goals, objectives and standards of Nursing Service and accrediting/licensing organizations.

Evaluates effectiveness of educational programs and courses as measured against established goals. Acts as liaison to vendors providing in-service education on new equipment to be used in the clinical setting. Acts as a role model and internal consultant evidenced by maintaining and enhancing clinical and educational competency. Establishes and maintains an effective working relationship with Nursing staff and other departments. Maintains relationship with regional professional organizations that support Nursing Service continuing education.

Qualifications:

**Program Director - Nursing Education - Columbia Campus**

**Shape the Course of Nursing Practice**

Nurse educators at New York-Presbyterian Hospital join a celebrated tradition of inspiring careers, evolving practices and transforming lives. Join us and deliver the dynamic leadership that makes it possible.

**Program Director - Nursing Education**

Lead the planning, development, and implementation of Nursing Education programs across New York-Presbyterian/Columbia University Medical Center. Join our close-knit community of educators, supporting the ongoing clinical competency of 4,900 Registered Nurses and support staff.

Work closely with the Director of Nursing Research, Education, and Quality to manage daily operations: curriculum development, staff performance appraisals, budget preparation, strategic planning and regulatory compliance. Collaborate with clinical leaders to identify in-service needs, empowering nurses at every level to live the hospital mission Putting Patients First.

Build on over a century of educational excellence: a best-in-class Nurse Residency Program, a dedicated Center For Professional Nursing Practice, and a long list of techniques pioneered within our halls. Spark ingenuity and achievement in the next generation of top nurses, giving patients the best chance at healthy, healing outcomes.

**Key Criteria**

Qualified candidates must have a Masters in Nursing or related field supported by at least five years of progressive leadership experience in nursing education. Current NYS licensure is required.

We’re seeking candidates with strong clinical backgrounds, elite leadership ability and a true passion for teaching.
Job Description

Job Title: Assistant Professor - Department of Nursing and Allied Health Services (Multiple Positions)
Job ID: 13655
Location: Bronx Community College
Full/Part Time: Full-Time
Regular/Temporary: Regular

FACULTY VACANCY ANNOUNCEMENT

The Department of Nursing & Allied Health Sciences seeks full-time tenured track faculty candidates with a commitment to working effectively with diverse student populations, faculty and staff. Tenure-track faculty have teaching, scholarly, and service responsibilities. Faculty are expected to participate in all activities associated with the ACEN accreditation process. Additionally, as advising is considered part of the faculty role, all Nursing faculty participate in advising students in their designated programs. Must be available to accept day, evening, or weekend assignments. Assignments will include teaching in the LPN and RN Programs. Faculty is expected to plan, implement, and evaluate instruction modalities. Experience with integration of technology in teaching is desired. Shares responsibility for committee and department assignments, and other functions as assigned.

QUALIFICATIONS

Masters in Nursing required, Doctorate preferred. Licensed as an RN in the United States for a minimum of two years. Currently holds a license in good standing in the state of New York. Minimum of two years of teaching experience in Medical-Surgical Nursing, Pediatrics, and Mental Health Nursing is preferred. Experience teaching in an Associate Degree Nursing Program is desired. Knowledgeable in ACEN Accreditation process. Ability to cooperate with others for the good of the institution and the department.

COMPENSATION

CUNY offers faculty a competitive compensation and benefits package covering health insurance, pension and retirement benefits, paid parental leave, and savings programs. We also provide mentoring and support for research, scholarship, and publication as part of our commitment to ongoing faculty professional development.

$42,873 - $74,133; commensurate with experience and qualifications

HOW TO APPLY

Applicants must apply online by accessing the CUNY website at www.cuny.edu and navigating to the following links: “Employment”, “Search for job listings”, Job ID # 13655. Please attach resume, cover letter, statement of scholarship interests, and the names, addresses and telephone numbers of three professional references. Please do not include any other documentation.

CLOSING DATE

November 29, 2015

JOB SEARCH CATEGORY

CUNY Job Posting: Faculty

EQUAL EMPLOYMENT OPPORTUNITY

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EO/AA Employer.
Job Description

Job Title: Assistant or Associate Professor - Nursing
Job ID: 13651
Location: Kingsborough Community College
Full/Part Time: Regular

FACULTY VACANCY ANNOUNCEMENT

The Department of Nursing invites applications for a tenure track position at the Assistant/Associate Professor level. Teaches undergraduate courses in Nursing (Fundamental, Med-Surg, Psychiatric and Maternal-Child Nursing).

Performs teaching, research and guidance duties in area(s) of expertise. Shares responsibility for committee and department assignments including administrative, supervisory, and other functions.

QUALIFICATIONS

Ph.D. degree in Nursing or equivalent. Prior teaching experience in an academic setting; knowledge of and commitment to Associate Degree Nursing Education and curriculum development. Minimum of 5 years clinical experience.

COMPENSATION

Assistant Professor: $42,873 - $81,645
Associate Professor: $55,602 - $96,635
Salary commensurate with qualifications and experience.

CUNY offers faculty a competitive compensation and benefits package covering health insurance, pension and retirement benefits, paid parental leave, and savings programs. We also provide mentoring and support for research, scholarship, and publication as part of our commitment to ongoing faculty professional development.

HOW TO APPLY

From our job posting system, select “Apply Now”, create or log in to a user account, and provide the requested information. If you are viewing this posting from outside our system, access the employment page on our web site and search for this vacancy using the Job ID or Title.

Candidates should provide a CV/resume and statement of scholarly interests.

CLOSING DATE

Open until filled; review starts June 25, 2015.

JOB SEARCH CATEGORY

CUNY Job Posting: Faculty

EQUAL EMPLOYMENT OPPORTUNITY

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EOO/AA Employer.
Job Description

Job Title: Distinguished Lecturer - Nursing
Job ID: 13000
Location: Kingsborough Community College
Full/Part Time: Regular

FACULTY VACANCY ANNOUNCEMENT

The Department of Nursing invites applications for a non-tenured track position as a Distinguished Lecturer. The Distinguished Lecturer is an experienced practitioner or teacher and will teach undergraduate courses in Nursing (Fundamental, Med-Surg, Psychiatric and Maternal-Child Nursing). Student advisement, committee participation, and scholarly activity required. S/he will hold a full-time, non-tenure track position with a maximum appointment period of seven (7) years, subject to annual reappointment.

QUALIFICATIONS

Bachelor of Science in Nursing required; Master of Science in Nursing preferred. Prior teaching experience in an academic setting preferred; knowledge of and commitment to Associate Degree Nursing Education and curriculum development. Also required are the ability to teach successfully, demonstrated scholarship or achievement, and ability to cooperate with others for the good of the institution.

COMPENSATION

$40,844 - $114,104; commensurate with qualifications and experience.

CUNY offers faculty a competitive compensation and benefits package covering health insurance, pension and retirement benefits, paid parental leave, and savings programs. We also provide mentoring and support for research, scholarship, and publication as part of our commitment to ongoing faculty professional development.

HOW TO APPLY

Visit www.cuny.edu, access the employment page, log in or create a new user account, and search for this vacancy using the Job ID or Title. Select “Apply Now” and provide the requested information.

Candidates should provide a CV/resume and statement of scholarly interests.

CLOSING DATE

Open until filled; reviews to start June 9, 2015

JOB SEARCH CATEGORY

CUNY Job Posting: Faculty

EQUAL EMPLOYMENT OPPORTUNITY

We are committed to enhancing our diverse academic community by actively encouraging people with disabilities, minorities, veterans, and women to apply. We take pride in our pluralistic community and continue to seek excellence through diversity and inclusion. EO/AA Employer.
NYU College of Nursing

SEEKING APPLICANTS FOR FACULTY POSITIONS Announcing exciting faculty opportunities central to a futuristic strategic plan which will enlarge the College’s full-time faculty and build a state-of-the-art nursing facility. Tenure-Track Faculty to contribute to the College’s research and educational strengths in Gerontology, Health Systems/ Workforce, Prevention and Management of Chronic Disease/ Non-Communicable Diseases (NCDs), and HIV/AIDS/Infectious Disease, with the vision and experience to contribute to our global mission:

• Associate Professors/Professors with a focus on health systems/nursing workforce; diversity and health disparities; or educational technology (simulation, design, innovation) and evaluation research.

• Assistant/Associate Professors with a focus on NCDs/Multiple Chronic Conditions including Mental Health/Addiction; HIV/AIDS/Infectious Disease; or health services research. Clinical-Track Faculty who are leaders in undergraduate and/or graduate nursing education. Applicants should be prepared to teach in more than one clinical area as well as quality and safety and evidence-based practice. Applicants must have an earned doctorate in nursing or a related field. A demonstrated record of effectiveness in teaching and scholarly productivity, as well as skills for collaborative team work, are required. Applicants should submit a letter of interest, curriculum vitae, and contact information for three professional references to nursing.facultyopenings@nyu.edu.
Anticipated Faculty Tenure Track Positions 2016-2017

*Pace University’s College of Health Professions, Lienhard School of Nursing* is seeking (2) Full Time Undergraduate Tenure Track Faculty Members.

**Locations:** Pleasantville and New York City Campuses.

**About the College of Health Professions (CHP)**

Pace University is a growing and thriving setting for faculty members seeking a collegial work environment. CHP was established in 2010 in an effort to showcase and expand health professions majors at Pace University. The College is made up of the Lienhard School of Nursing, the Pace University-Lenox Hill Hospital Physician Assistant Studies Department, and the Department of Health Studies (which includes the Communication Sciences and Disorders program along with the Bachelor of Science in Health Science. Additional programs in Health Studies are currently in development).

The College’s vision is innovative leadership in education, practice, and scholarship for the health professions, and its mission is to educate and challenge students for the health professions to be innovators and leaders who will positively impact global health care. For more information, please visit [www.pace.edu/chp](http://www.pace.edu/chp) & [www.pace.edu/lienhard](http://www.pace.edu/lienhard).

**What You Will Do:**

Our ideal candidate:

- Will teach both required and elective undergraduate-level courses
- Will facilitate student learning, provide effective instruction, and perform evaluations of student learning for all assigned classes
- Should develop course handouts, lectures, labs, and presentations
- Will participate in program level learning which includes helping articulate learning outcomes, evaluating student performance, and suggesting changes to improve student learning
- Will schedule, supervise, debrief, and evaluate students in clinical course setting, provide observations, via field experience, and similar settings as appropriate for the course or program
- Should be accessible to students via email, phone, or in person conferences & have a flexible weekly schedule that best facilitates student learning and access to the instructor

**What You Will Bring:**

- Education: Candidates must have a Ph.D., Ed.D., or other research doctorate(s).
- Experience; the ideal candidates will have:
  - A minimum of three (3) years teaching & current clinical experience (Academic rank and salary is commensurate with educational preparation and experience).
  - An active program of research, and a track record of publications and grant activity
  - A background in evidence-based practice and cultural competence

**What We Will Give You:**

- Scholarship support and opportunities, including conference support and consultants
- Released time to work on scholarship
- Faculty mentoring in teaching and scholarship
- Graduate assistants for research and teaching
- Competitive compensation package

**How to Apply:**

E-mail cover letter and CV to nurseeducatorjobs@pace.edu. Application reviews will continue until the positions are filled.
Farmingdale State College - Assistant Professor Nursing (4 Positions)

Farmingdale State College, a campus of the State University of New York, is a college of applied science and technology with an enrollment of more than 8,400 undergraduate students. As the largest of SUNY's colleges of technology, Farmingdale State College equips students with the resources and knowledge sought by today's emerging industries. Offering bachelor and associate programs, Farmingdale State College will soon offer its first graduate degree. A total of 34 undergraduate degree programs are offered within four schools: Arts & Sciences, Business, Engineering Technology, and Health Sciences. Small classes with nationally recognized faculty, technology-enhanced classrooms, state-of-the-art information services as well as a highly successful NCAA Division III athletics program, make Farmingdale State College one of the fastest-growing colleges in the region.

According to the 2015 U.S. News & World Report, Farmingdale State College is ranked #8 among public colleges in the north and #28 among all colleges in the region. The Daily Beast has named Farmingdale State College as the 5th safest campus in the nation. Farmingdale State is located on 380 lush acres in the heart of Long Island, approximately 45 minutes from New York City.

Farmingdale State College Department of Nursing invites applications for 4 tenure-track positions beginning September 2016 at the rank of assistant professor. College level teaching in both didactic and clinical settings in multiple areas of Bachelor of Science in Nursing curriculum. Responsibilities include academic advising, recruitment, mentoring, scholarly activities including research, and participation in department, school, and campus committees, continuing education, and professional activities.

All faculty members at Farmingdale State College have three workload components: teaching, research and scholarly activity, and service. Service includes advising students as well as serving on departmental and college wide committees. The successful candidate will demonstrate an interest and high level of competence in teaching. Candidates should have a research agenda that complements their area of academic specialty and has the potential for peer-reviewed publications and presentations, both of which are necessary for promotion and tenure at Farmingdale State College.

QUALIFICATIONS: Master of Science Degree in Nursing and enrollment in a nursing doctoral program or related health field. New York State nursing license or eligibility is required and recent teaching experience in a nursing education program. A doctorate in nursing or related field is required within five years of initial appointment to be considered for tenure.
Assistant Dean of Nursing/Clinical Coordinator

Institution:  
Bergen Community College
Location:  
Paramus, NJ
Category:  
Faculty - Medicine - Nursing
Posted:  
10/07/2015
Type:  
Full Time

The Assistant Dean of Nursing/Clinical Coordinator serves as the clinical liaison between the Department of Nursing and clinical agencies. Responsibilities include but are not limited to, developing, seeking and maintaining appropriate acute care and community clinical sites; liaising with clinical programs and facilities to facilitate agreements for learning opportunities that are congruent with program outcomes and maximizing faculty productivity and student learning; spearheading the development and utilization of mechanisms to maintain timely processing of clinical site affiliation agreements; spearheading the orientation, coaching, supervision and evaluation of new and existing adjunct clinical faculty; assisting in the recruitment of new adjuncts; in collaboration with course faculty, reviewing student clinical rotation lists and pertinent information to clinical facilities; communicating results of clinical site evaluations; creating and distributing reports; collaborating with Student Health Services, office of the Associate Dean and faculty to verify that student requirements are up-to-date and maintaining student compliance records and database; participating in program accreditation process, assuring compliance with College program, NJ Board of Nursing and accrediting agency policies; participating in department meetings, committee work and making site visits; participating in Health Professions information sessions; coordinating and participating in new nursing student orientation; performing additional tasks or duties as assigned.

Required:  
Master's degree in Nursing and current New Jersey RN license are required. Must have a minimum of 3 years of clinical teaching experience in an academic setting; this qualification may be waived for an individual with appropriate alternate experience. The review, analysis and evaluation of academic outcomes assessment is highly desired. Must exhibit strong skills in building relationships, organizing, planning and coaching/mentoring; must be customer and student focused demonstrating commitment to provide excellent customer service with ability to handle inquiries of diverse and multicultural students, staff, faculty and visitors with sensitivity and diplomacy; must possess strong level of interpersonal, written and verbal communication skills; must demonstrates understanding of the community college mission and practice an open door policy; must have ability to manage multiple projects and possess a team approach to problem solving; must be detail oriented, self-starter with ability to work independently with little to no supervision and as a team in a collaborative manner; must have excellent computer skills, including proficiency in MS Office (MS Word, Excel, PowerPoint); must have ability to exercise good judgment, as well as, ability to understand and follow established protocols. Evening availability is required with occasional Saturday or Sunday availability. Must have a valid driver's license with the ability to drive to and from clinical affiliation visits and must have own transportation for clinical affiliation visits.

Application materials will be accepted until position is filled. All interested candidates should send a letter of intent (including the job code NURSING ASSISTANT DEAN) curriculum vitae, transcripts, salary requirements, and three professional references with current contact information. Send materials by email with the appropriate job code in the subject line to employment@bergen.edu.

Bergen Community College
Department of Human Resources
400 Paramus Road, Room A-316
Paramus, New Jersey 07652
Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Director of Nursing - Informatics-57697

Director of Nursing - Informatics

Mount Sinai Health System Careers

Do you have what it takes to wear the badge?

Being a member of our nursing team at the Mount Sinai Health System is truly a badge of honor. Our nursing professionals provide leadership in a stimulating, supportive, and state-of-the-art environment where expertise is valued and collaboration is essential. As members of interdisciplinary care teams, nurses work alongside recognized leaders in all areas of clinical care—sharing outstanding resources, ideas, and technology to improve patients’ lives.

Mount Sinai Roosevelt Hospital is looking for Director of Nursing Informatics

What You’ll Do:

- Responsible for developing a broad understanding of clinical information systems in use in the organizations, and is responsible for providing recommendations on the adoption, use, and optimization of systems used by nursing.
- Responsible for overseeing and managing a group of nursing informaticists in the accomplishment of organizational priorities including but not limited to the following: quality initiatives including core measures and value based purchasing, meeting regulatory requirements for The Joint Commission and Department of Health etc. and performance improvement initiatives to improve clinical efficiency and patient safety.
- Manage the development, implementation, training, evaluation, and maintenance of all Clinical Informatics projects.

What You’ll Bring:

- Master’s degree in Nursing Informatics or equivalent experience.
- RN NYS
- Managerial experience

Do you share our dedication to extraordinary service and have what it takes to wear the badge? Apply now!

Who We Are:

Over 36,000 employees strong, the mission of the Mount Sinai Health System is to provide compassionate patient care with seamless coordination and to advance medicine through unrivaled education, research, and outreach in the many diverse communities we serve.

Formed in September 2013, The Mount Sinai Health System combines the excellence of the Icahn School of Medicine at Mount Sinai with seven premier hospital campuses, including Mount Sinai Beth Israel, Mount Sinai Beth Israel Brooklyn, The Mount Sinai Hospital, Mount Sinai Queens, Mount Sinai Roosevelt, Mount Sinai St. Luke’s, and New York Eye and Ear Infirmary of Mount Sinai.

The Mount Sinai Health System is committed to the benefits of diversity and workforce that are strengthened by the inclusion of and respect for our differences. We offer our employees a highly competitive compensation and benefits package, a 401(k) retirement plan, and much more.

The Mount Sinai Health System is an equal opportunity employer. We promote recognition and respect for individual and cultural differences, and we work to make our employees feel valued and appreciated, whatever their race, gender, background, or sexual orientation.

EOE: Minorities/Women/Disabled/Veterans

Shift: Full-time-Day Job
Primary Location: Mount Sinai Roosevelt (New York)
Job Type: Allied Health
Employment Type: Regular
5 DAYS/3WK 8:00 AM - 4:00 PM
Department Name: West

248
Clinical Analyst - Ambulatory EHR

Shaping the Future of Healthcare IT: Careers at New York-Presbyterian

Step into life at New York-Presbyterian Hospital, and bring technical ingenuity to an ever-advancing environment. From hospital-wide bar coding to the first fiber optic data ring around the island of Manhattan, we’re proudly leading initiatives for smarter, faster medicine.

Now, you can help make it possible.

Clinical Analyst - Ambulatory EHR

Transform your career as a Clinical Analyst at the #1 hospital in New York (U.S. News), and feel the pride of achievement on the highest level.

In this role, you’ll provide all-encompassing support for the Clinical Records Online Web Network (CROWN), an AllscriptsTouchworks EHR within New York-Presbyterian/Columbia University Medical Center. You’ll serve as a liaison to physicians and staff, building and designing content that supports patient care within state-of-the-art practice offices.

Analyze and document current and future workflows, while ensuring highest quality content delivery. Develop user education materials. Work closely with world-renowned physicians and other end users to support adoption of CROWN, providing on-site or remote assistance as needed.

This position is the team go-to for change recommendations, testing upgrades, and quality improvement. Your expertise in ambulatory workflow and content management technology will be critical to an award-winning environment – recently named one of “America’s Best Workplaces for IT” by Computerworld magazine.

Key Criteria

Ideal candidates have previous training or education as a Registered Nurse. To qualify, candidates must have a bachelor’s degree (or equivalent experience) supported by three to five years of electronic health records experience. New graduates with master’s degrees in informatics and experience in a clinical setting will also be considered. The official title for this position is Programmer Analyst II or III.

Benefits for this role include hospital retirement contributions, generous tuition reimbursement, financial planning assistance, on-site childcare and more.
Clinical Analyst - Inpatient EHR

Shaping the Future of Healthcare IT: Careers at New York-Presbyterian

Step into life at New York-Presbyterian Hospital, and bring technical ingenuity to an ever-advancing environment. From hospital-wide bar coding to the first fiber optic data ring around the island of Manhattan, we’re proudly leading initiatives for smarter, faster medicine.

Now, you can help make it possible.

Clinical Analyst - Inpatient EHR

Transform your career as a Clinical Analyst at the #1 hospital in New York (U.S. News), and feel the pride of achievement on the highest level.

In this role, you’ll provide all-encompassing support for Allscripts Sunrise Clinical Manager, within New York-Presbyterian/Columbia University Medical Center. You’ll serve as a liaison to physicians and staff, building and designing content that supports patient care within state-of-the-art practice offices.

Analyze and document current and future workflows, while ensuring highest quality content delivery. Develop user education materials. Work closely with world-renowned physicians and other end users to support adoption of Sunrise Clinical Manager, providing on-site or remote assistance as needed.

This position is the team go-to for change recommendations, testing upgrades, and quality improvement. Your expertise in ambulatory workflow and content management technology will be critical to an award-winning environment – recently named one of “America’s Best Workplaces for IT” by Computerworld magazine.

Key Criteria

Registered Nurse background or training in an acute care setting is ideal. A Master’s degree in Health Informatics or HIT certification is a plus. To qualify, candidates must have a bachelor’s degree supported by three to five years of electronic health record support experience. The official title is Programmer Analyst II or III.

Benefits for this role include hospital retirement contributions, generous tuition reimbursement, financial planning assistance, on-site childcare and more.
Proposal to Establish Graduate Programs in Nursing
CUNY School of Professional Studies
Approved by the CUNY School of Professional Studies Curriculum Committee, November 19, 2015
Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Marketing Statement
Woodhull Medical and Mental Health Center is attuned to the healthcare issues that matter to the people of North Brooklyn. Woodhull focuses on preventing disease and promoting healthy lifestyles by reaching out to the community at 15 convenient locations. Woodhull Medical and Mental Health Center is a non-smoking facility.

Job Description
Ability to work independent and manage multiple projects, with strong prioritizing skills.
Ability to provide formal and informal technology teaching and competency validation.
Strong understanding of clinical workflow processes, resulting in current and future workflow enhancements and performance improvements to support nursing practice.
Self-direction in utilizing resources to meet objectives.
Demonstrated ability to be self-directed with excellent organization, analytical and interpersonal skills.
Excellent oral and written communication skills.
Works within the using vision and mission to achieve operational goals of the Clinical Transformation Project.
Promotes the use of evidence-based clinical practice by participating in hospital, EPIC Workgroups.
Develops a working knowledge of all clinical information systems in place at Hospital System as well as the infrastructure for the for the clinical information systems in order to support the staff and leadership in troubleshooting, upgrades and training.
Responsible for initial training and competency validation for HIS information systems.
Serves as an active member of Nursing Informatics Team, promoting and educating the use of clinical informatics, standardization, and point-of-care decision support ion everyday clinical practice.
Collaborates with IT Director and nursing leadership in preparation ad presentation clinical informatics updates to various end-user groups, as well as unit-based staff councils.
Facilitates the rollout of various clinical information systems across hospitals, as directed
Actively participates in the Clinical Standardization Councils for the purpose of building clinical informatics systems, workflow analysis, and evidence-based content.
Completes rounds on the patient units as directed and appropriate to support end-users, and validates clinical workflow.
Serves as hospital Service Excellence Ambassador.
Attends IT/NIT meeting as designated and reports assigned project status as appropriate.
Maintains in-depth knowledge of clinical applications utilized at the NBHN e.g. E-Mar, Quadra med, ANSOS, EPIC. Maintains up to date knowledge of trends and advances in Nursing & Healthcare Informatics, new developments in hard and software technology, national, state & city standards and regulations &legal implications of CIS.
Develops and revises informatics policies and procedures based on system design, workflow reengineering, and input from end-users.
Completes bi-weekly status reports to effectively communicate status of each project to the Director of NI.
Supports multiple clinical systems go-lives across health system, including weekends and night shifts. Serves as a clinical informatics expert, and resource for staff.
Reports hardware and password related to the IT, following established escalation process, and updates the endusers of the status.
Participates in developing and maintaining Computer-based training modules
Maintains 24 hours accountability and accessibility for clinical staff.
Utilizes QA methods to evaluate workflow changes post go-lives.
Performs other duties as required or assigned.

Minimum Qualifications
Licensed and currently registered to practice as a professional nurse in New York State, plus (2) or (3), below.
Master’s Degree in Nursing Administration, Education, Clinical Specialty or equivalent field and five years of satisfactory nursing experience, of which three years shall have been in a supervisory or teaching capacity; or a Baccalaureate Degree in Nursing and six years of satisfactory nursing experience, four years of which shall have been in a supervisory or teaching capacity.
A satisfactory equivalent of education and experience. However, all candidates must be licensed and currently registered to practice as a Professional Nurse in New York State.

Department Preferences

NYS RN License.
BLS.
Masters Degree in Nursing Informatics.
TITLE: Clinical Health IT Specialist
LOCATION: Brooklyn, Bronx, & Queens
POSITION STATUS: Full-Time
REPORTS TO: VP, Practice Management
DEPARTMENT: Primary Care
FLSA STATUS: Exempt
SUMMARY OF POSITION:
The Clinical Health IT specialist, under the supervision of the Vice President, Practice Management, will work in collaboration with other departments across HELP/PSI sites as needed to plan, facilitate, and execute successful production maintenance of the Electronic Health Record. This consists of overseeing and conducting training for new users. The Clinical Health IT Specialist will standardize and create efficiencies within the organization’s electronic medical record, eClinical Works (eCW) working closely with clinicians to meet quality and operational standards.

ESSENTIAL FUNCTIONS:
· Ability to plan, facilitate, and execute tasks in order to provide production maintenance of the Electronic Health Record and services related
· Define, document, build, and maintain EHR application content.
· Assesses discrepancies in provider documentation and develops documentation solutions that are aligned with clinical processes and workflows.
· Works with a multi-disciplinary team including providers, nurses, clinicians, and billing department to support Clinical Informatics processes and functions.
· Works with the user community as well as the IT department to facilitate operations
· Provides user support for the electronic medical record
· Provides user support during implementation of new applications, functions or content, vendor upgrades, etc.
Possesses knowledge of system design, testing, and documentation.
· Troubleshoots application issues and coordinates with IT department for technical issues where needed.
· Contributes to and/or produces and maintains project plans relating to the EHR and its applications.
· Run meetings as needed to deploy project work plans.
· Instruct clinical and non-clinical staff of the appropriate use of the EHR application as it pertains to their role.
· Develop and maintain training curriculum to support the education process of the practices employees and evaluates training outcomes.
· Researches scientifically valid and clinically relevant measures that have the potential to significantly improve the quality and efficiency of patient care through the use of health information technology.
· Works with clinic staff to understand relevant workflows and data entry as they relate to reporting through an electronic format.
· Performs additional duties as assigned.

The above is intended to describe the essential job functions, the general supplemental functions and the essential requirements for the performance of the job. It is not to be construed as an exhaustive statement of all the job functions.

EDUCATION/EXPERIENCE:
· A clinical degree is preferred (e.g., RN, NP, PA, etc.) required with experience working in health information technology in a clinical setting.
· 2-3 plus years of experience working within an electronic health record to develop documentation standardization for providers
· Extensive knowledge of health care data
INFORMATICS CLINICAL COORDINATOR

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The Informatics Clinical Coordinator (ICC) is responsible for coordinating all aspects of clinical applications to assure that existing and future clinical information systems enhance and facilitate clinical practice and delivery of patient care. The role of the ICC will be to assist with the identification, evaluation, and assessment of care delivery technology, developing recommendations on the impact of integration with existing workflows and systems. Plan, direct and coordinate the operations of the Information Technology Department. Manage staff for optimum performance.

**KNOWLEDGE, SKILLS & ABILITIES REQUIRED**

NJ Licensed Registered Nurse

Master's Degree

Minimum 5 years of informatics experience plus 3 years of clinical nursing experience demonstrating competencies in clinical nursing, computer sciences, education, and/or staff development.

Strong initiative; analytical; effective organization, communication, and planning skills. Ability to grasp technical information and multi-task while lending attention to detail.

Advanced computer literacy, SDLC knowledge and experience.

Project Management skills

BCLS certification

This is a Full Time day position. Shift: 7a/8a/9a-3p/4p/5p
Clinical Data Manager-1799194

Mount Sinai Health System Careers

Do you have what it takes to wear the badge?

The Mount Sinai Health System’s commitment to excellence extends beyond delivering world-class health care. Our collaborative approach to patient care defines us as an organization. Mount Sinai team members work side-by-side with global leaders in health care to create a patient focused network of services that support healing in our local communities and around the globe.

Mount Sinai’s Data Stewardship team is seeking a highly skilled Clinical Data Manager to provide end-to-end data management support for clinical data registries and disease-based cohort databases which are used to inform innovative hospital quality improvement initiatives and patient outcomes research. The team is working to not only ensure high quality data is reported to registries but that this data can be put to good use to ensure

Example of a Data Stewardship team project:

Implementing data quality best practices for cardiac surgery data registry data collection and submission and also taking the reported data and providing it back to the cardiac surgery department via compelling data visualizations to inform quality initiatives, outcomes and areas for further research.

Are you ready to discover the world of limitless possibilities that comes with wearing the badge? Explore more about this opportunity and how you can help us write a new chapter in our story of unrivaled patient care!

What You’ll Do:

Apply your clinical data management experience across various clinical programs to ensure high standard of data quality.

Profile data across various datasets using our data quality tools (Oracle EDQ and SQL Programming) to identify problems and specify solutions to improve data quality and implement change.

Develop, maintain, and continuously improve our growing data quality assurance program through use of MDM tools and comprehensive data quality audits to ensure a consistently high standard of data.

Maintain data quality compliance with data owners and facilitate regular data quality meetings with clinical sponsors on resolution of non-compliance activities.

Effectively apply and measure information best practices through use of scorecards and MDM tools.

Work directly with large complex datasets and utilize your SQL/SAS programming skills to generate data tabulations, data histogram profiles, and data validations to ensure/enforce completeness, validity, reliability of clinical data sets.

Manage data transfers and external data harvests including documentations and correspondence with external vendors.

Provide guidance, mentoring, training and feedback for members of the clinical departments in data collection and dataset production processes.

Produce and manage data definition documents (DDDs) and e-CRF data dictionaries.

What You’ll Bring:
Bachelor's (required) or Master's (preferred) in Statistics, Public Health, Mathematics, Economics, Computer or Systems Engineering or related field that further developed your expertise in the business of health and healthcare.

Three (+) years of professional experience in clinical data management best practices, managing, cleaning and integrating large, complex databases (specifically SQL databases: SQL queries, and SAS: Proc SQL, Macros), and in health information systems and informatics standards.

High level of analytical ability.

Excellent communication skills.

Oracle EDQ experience a plus.
Raritan Bay Medical Center

Job Title: Nursing Informatics Specialist

Req: RBMC-5310

Location: Perth Amboy Campus

Department: 07450-Nursing Informatics

Job Description:

The Nursing Informatics Specialist will provide an informatics resource in the early and subsequent phases of implementing new Clinical Information Systems. This position will assist in the design and build of systems in compliance with JCAHO, HIPAA, EMTALA, AWHONN/ACOG, ANAs approved nursing terminologies and other regulatory requirements.

The essential function of this position requires the Nursing Informatics Specialist to enable the users to optimize the use of systems in the clinical setting through improved system utilization. The Nursing Informatics Specialist will assist in the training and supports the learning needs of the users. Furthermore, the position will be responsible for developing and ongoing evaluation of the system to ensure its’ integrity; information handling (data, information and knowledge) to produce quality outcomes reporting process thus improving patient safety and patient satisfaction.

Job Qualifications:

Credential Required: Professional Registered Nurse

Primary Source Verification: N.J. Division of Consumer Affairs, Board of Nursing

EDUCATION and/or EXPERIENCE/QUALIFICATIONS

A. Graduate of an accredited school of nursing, BSN required, MSN preferred.

B. Current NJ license.

C. Board Certified in Nursing Informatics preferred

D. Minimum of 5 years clinical experience.

E. Minimum of 3 years experience working with a Hospital Clinical Information System.

F. Project leadership and implementation experience with responsibility for policy and procedure development and staff training.

G. Strong basic computer skills and competency with MS office application preferably MS Project, Excel.

H. Excellent verbal and written communication skills required.

I. Initiative, self direction and motivation required.
Healthcare

Medical Center

$68K-$90K

Newark, New Jersey, United States

10/13/15

Job ID: 29764

Qualifications

The ideal candidate is a flexible meticulous healthcare professional with strong interpersonal and communication skills. He/she should be an adept problem-solver and have the ability to think critically. The candidate should be a collaborative individual. He/she should have the necessary composure to remain calm in demanding situations.

Other qualifications include:

- Bachelor’s Degree in Nursing required
- Master’s Degree concentrating in Informatics desired
- Current Registered Nursing License in state of New Jersey required
- 8+ years of experience as a clinician in healthcare industry required
- 5+ years of experience with clinical information development necessary
- 2+ years of experience in Nursing Informatics within a hospital environment required
- Experience with information systems implementation cycle and clinical workflow process necessary

Job Description

- Collaborate with hospital management and nursing teams to translate patient information into computer system to facilitate communication
- Coordinate information between the technical team and the medical staff
- Organize the structuring, development, application, management and review of clinical information systems
- Utilize advanced working knowledge of clinical work flow practices to resolve issues related to the clinical information systems
- Integrate the company’s vision and goals into the execution and review of the clinical information systems
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Approved by the CUNY School of Professional Studies Governing Council, December 10, 2015

Nursing Informatics Specialist Healthcare IT Job in Northeast

Job Reference #: HQR1028
Employer: Hire Quest Resources
Company Type: Consulting
Country: United States
City: Northeast
Vendor Software Desired: Vendor Neutral

Job Title: Nursing Informatics Specialist
Company Type: * Hospital/Healthcare Systems
Location: Northeast USA
Vendor Software Desired: * None specified
Job Description: *

POSITION SUMMARY
The Nursing Informatics Specialist works collaboratively with hospital management and nursing teams by converting patient data into computer programs to optimize information management and communications to support clinicians as they improve the health of populations, communities, families and individuals. The Nursing Informatics Specialist serves as the liaison between the technical department and the medical staff. Works as part of a team to coordinate aspects of planning, design, development, training, implementation, communication, maintenance and evaluation of existing or new functionality related to clinical information systems. Also participates in solving problems in the use of clinical information systems. Has expert knowledge as a clinician and work flow processes. Responsible for incorporating the organization's strategic vision and objectives in the management and evaluation of the organization's clinical information systems. Provides senior leadership to the organization in the area of clinical informatics.
Length of engagement: 9+ months.

POSITION ACCOUNTABILITIES
§ Performs decision support and outcomes coordinator functions.
§ Develops, coordinates, facilitates and plans ongoing information system evaluation including: user accuracy, data integrity, and system reliability to support decisions and coordinate outcomes.
§ Provides application testing system enhancements.
§ Participates in post implementation change evaluation, and develops and implements action plans and supports end users in maintaining changed work flow and technological processes.
§ May coordinate with IT regarding downtime.
§ Performs educator functions.
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CONTACTS
Information Services Colleagues
Hospital’s Colleagues
Representatives of external organizations (vendors, consultants, attorneys, auditors, other systems, etc.)

EDUCATION, EXPERIENCE AND SKILL REQUIREMENTS
Education, Certifications or Licenses:
§ Bachelor Degree in Nursing from an accredited school of nursing required. Masters with a concentration in Informatics preferred.
§ Current Registered Nursing License in practicing state required.
Experience:
§ Minimum eight years in healthcare environment as a clinician required. Critical Care preferred.
§ Minimum five years’ experience with clinical information development and / or implementation required.
§ Experience with clinical workflow process and Information systems implementation cycle required.
§ Proficient computer skills required.
§ Proficient skills in system office applications required.
Skills:
§ Excellent critical thinking and problem solving skills.
§ Detail oriented.
§ Excellent interpersonal relationship skills.
§ Creative, innovative and flexible in responding to rapidly changing needs and priorities.
§ Able to evaluate and adjust solutions.
§ Ability to analyze multiple approaches / solutions to informatics issues or challenges.
§ Ability to develop effective working relationships with all levels of staff and management. Comfortable working in a team-oriented, enterprise organization.
§ Ability to work on multiple assignments simultaneously.
§ Ability to synthesize data, information and knowledge to clarify informatics issues or challenges.
§ Able to manage the implementation process.
§ Ability to collaborate with informatics community to optimize clinical information management.
§ Able to function effectively in an interdisciplinary environment.
§ Ability to contribute to the body of informatics knowledge.
§ Works well alone and in a team environment.
§ Able to communicate effectively both orally and in writing.
§ Ability to remain calm, helpful, and productive in all situations – cool, calm and collected. Is cool under pressure. Is seen as the voice of reason during difficult situations.
§ Exercises sound judgment in making routine, tactical, and strategic decisions.
§ Ability to present concepts and ideas in user-friendly language.
§ Is a self-starter.
§ Conducts meetings and presentations effectively and professionally.
§ Knowledgeable of IT functions and their interdependencies.
§ Ability to demonstrate a high degree of independent judgment, discretion, and confidentiality.

Language skills:
§ Ability to read, analyze, and interpret general business periodicals, technical procedures, or governmental regulations.
§ Ability to write reports, business correspondence, and procedure manuals.
§ Able to articulate the right things to impart information.
§ Builds rapport and uses diplomacy and tact in communication style.
§ Practices attentive and active listening; has the patience to hear people out and does not interrupt.
§ Is easy to approach and talk to, spends the extra effort to put others at ease.
Physical demands:
§ While performing the duties of this job, the employee is regularly required to sit for long periods of time; use hands to finger, handle or feel; reach with hands and arms; and talk or hear.
§ While performing the duties of this job, the employee is required to walk the distance of the hospital to different nursing units; must have the physical ability to walk to nursing areas to support clinicians. This may include extended periods of standing.
§ Specific vision abilities required by this job include close vision, depth perception, and ability to adjust focus.

Employment Type: W2 or C2C
Travel required: Yes
Salary: Depends on level of experience
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Marketing Statement
Lincoln Medical and Mental Health Center is one of New York City’s premier acute care hospitals. Located in Downtown Bronx, Lincoln is a teaching hospital renowned for its Centers of Excellence, and a recognized industry leader in the implementation of state-of-the-art medical technology and best practices. Our team of highly trained and caring medical professionals is dedicated to providing the highest quality health care that is safe, compassionate, culturally competent and patient-centered. Comprehensive services are offered in three major primary care areas: Medicine, Pediatrics, and Women’s Health in addition to more than eighty (80) specialty services. At Lincoln, the safety and comfort of our patients is our number one priority. Visit us at www.nyc.gov/html/lincoln.

Job Description
- Interprets the organizational goals, mission, vision, and policies to the staff while providing the knowledge and skills required for their successful implementation.
- Participates in the planning and implementation of the orientation program.
- Plans a unit-based orientation in conjunction with the orientee and the unit leadership.
- Evaluates orientee’s performance and communicates findings to the leadership group.
- Assists nursing personnel in identifying their learning needs and planning learning activities to meet those needs.
- Interprets the learning needs of the staff to the line managers, engaging their support for needed offerings.
- Evaluates learning outcomes and progress of nursing staff and reinforces learning process to achieve identified objectives.
- Utilizes findings from Performance Improvement activities, trends in health care and professional nursing practice, regulatory agencies’ standards and guidelines, etc. in developing and designing educational offerings / programs.
- Incorporates adult education and learning principles.
- Utilizes a variety of teaching methods and learning modalities.
- Utilizes available facility and community resources in the program planning.
- Evaluates the educational process itself and the program’s success in meeting the needs of the staff, the facility and the consumers of practice.
- Integrates evidence-based findings in clinical practice, policy/procedure and educational activities.
- Participates in hospital-wide education activities, as needed.
- Maintains a record of educational activities.
- Fosters a climate which promotes open communication, learning and professional/career growth for nursing staff.
- Facilitates a process for learners to assume responsibility for maintaining their competency in practice.
- Facilitates the initiation and adoption of changes in nursing practice and the organization.
- Represents the Department, Nursing Service, or the facility in meetings.
- Assumes membership on Nursing Service and facility-wide committees as assigned.
- Participates in service-specific activities, e.g., PI meetings, interdisciplinary meetings.
- Participates in decision-making processes at unit level on issues which impact clinical practice.
- Contributes to the evaluation of nursing staff performance.
- Assists the staff, middle management group and other disciplines in the development of policies, procedures and standards.
- Is available to nursing staff, middle management group and other disciplines for consultation on role development, job performance, or other activities clinical, educational and leadership in nature.
- Ensures staff competency within the area of practice, e.g., age-specific, clinical.
- Ensures staff knowledge on regulatory agencies’ guidelines/recommendations specific to the service, e.g., TJC.
- Ensures self-compliance to mandatory activities according to the network/facility, i.e., Annual In-Service, OHS and Nursing Department (9M, life support).
- Participates in survey process – DGH, TJC.
- Ensures a safe and secure environment free of hazards to reduce the risk of injury to all customers (patients, visitors and staff).
- Assists in risk assessments to reduce adverse events.
- Ensures that safety management issues are appropriately addressed.
- Ensures that the patient/families are involved and instructed concerning the therapeutic regimen and environment of care.
- Effectively utilizes the electronic as well as the paper medical record.
- Performs other duties as assigned.
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Minimum Qualifications
1. Current license to practice in the State of New York
2. Academic preparation: Baccalaureate degree or higher
3. Mental and physical health sufficient to perform the prescribed functions
4. Ability to function as a practitioner relative to nursing practice and/or field of specialization
5. Effective communication skills
6. Effective interpersonal skills
7. Instructor Certification in relevant life support programs, e.g., BLS
8. Knowledge of and skills in principles of adult learning
9. Evidence of continuing education / professional growth
10. Knowledge of growth and development across the life span

How To Apply
If you wish to apply for this position, please apply online by clicking the "Apply Now" button or forward your resume, noting the above Job ID #, to:

Lincoln Medical & Mental Health Center
Human Resources Department
214 Eugenio Maria De Hostos Blvd. (East 149th Street),
2nd Floor, ZDS, Room 300
Bronx, NY 10451
Attn: Recruitment Unit

Applications with resume for posted positions are accepted:
Tuesdays thru Friday 9:00 am to 12:00 pm
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Job Search

Summary Information
Job Title: Patient Care Director - RN - Psychiatry
Job ID: 723779
Location: NewYork-Presbyterian/Columbia University Medical Center
Full/Part Time/Per Diem: Full-Time
Shift: Day

Apply Now

Patient Care Director - RN - Psychiatry
Thrive at the Forefront of World-Class Psychiatric Care

Patient Care Director - Psychiatry

Feel the pride of mental health care at its best at NewYork-Presbyterian/Columbia University Medical Center. Ranked #1 in the nation for Adult Psychiatry by U.S. News & World Report, we give you the opportunity to shape the future of your field while partnering with two other renowned psychiatric institutes within the NewYork-Presbyterian network (the Westchester Division and Payne Whitney Clinic). It’s the kind of career that expands your professional horizons and improves the lives of countless human beings. Find out how you can Make It Possible.

Drive the cost-effective delivery of top-notch care to adult psychiatric patients, as you oversee a 24-bed unit that features a gym and therapeutic rec room. Train, supervise and evaluate a dynamic, tight-knit team of mental health professionals, including nurses, psychologists and physicians. Foster a welcoming environment where patient and employee safety is a top priority and a continued part of our daily success. Develop and manage assigned budgets. Regularly assess the performance of the unit (e.g., patient education and rounding), and identify and address opportunities for improvement.

Ideal Criteria
• Previous experience in a leadership role

Required Criteria
• At least three years of clinical experience (includes experience in psychiatry)
• A Master’s degree in Nursing or a related field (or ability to obtain within one year of your hire date)
• Strong leadership, communication and interpersonal skills to build teams, instill trust, align work and drive engagement

Join a hospital where employee engagement is at an all-time high. Enjoy competitive compensation along with benefits such as tuition reimbursement, hospital retirement contributions, and financial planning assistance. Start your life-changing journey today.
Regional Clinical Director

AdvantageCare Physicians
NY - New York (All) - New York

Table:

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<tr>
<th>Type</th>
<th>Full time</th>
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<td>Salary</td>
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<td>Referral</td>
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Category: Medical Office Operations
Location: New York, New York
Title: Regional Clinical Director
Job ID: 2544
Job Status: Regular Full-Time

Available in our Manhattan, Brooklyn, Queens and Long Island offices.

The Regional Clinical Director, in collaboration with Nursing and the regional leadership team, supports the overall management and development of patient care services in a respective region. Works with Practice Administrators and Nurse Managers to ensure goals are met by facilitating implementation of quality and strategic initiatives at each facility.

Responsibilities:

* Provides oversight and direction in planning and coordinating patient and non-patient care activities in alignment with strategic goals and plans. Manages, directs and provides leadership to the medical office management and clinical team.
* Develops and executes the various aspects of the strategic work plan. Monitors key performance indicators and implements performance improvement initiatives that are ongoing throughout the year. Continuously seeks and implements improvements. Works collaboratively with the Quality Assurance team to ensure all measures are being met and reported in a timely manner. Assists in the development and implementation of clinical and operational policies and procedures that support the quality and regulatory initiatives. Work with the onsite Nursing Leadership to assure that the ACM model of care is intact and proficient.
* Works collaboratively with Regional leads in the ancillary service areas that have an impact on quality and patient care, such as Facilities, Laboratory Services, Radiology and Procurement. Responsible for regulatory compliance and training, including educating staff on regulatory standards and how to ensure compliance. This includes quarterly mock surveys at each site and working with Clinical leadership to develop plans for compliance on any deficiencies. Works with Risk Management to resolve identified issues within the practice.
* Develops effective working relationships with community leaders to foster community involvement initiatives at various medical offices. Collaborate with Nursing Education to develop educational programs for all levels of staff. Practices excellent employee relations and attention to employee needs. Develops and mentors a high performing team for all areas of responsibility.
* Operates within the approved budget for the assigned medical offices and region. Reviews individual medical office budget activity on a regular basis as it pertains to quality incentives, missed revenue opportunities and provides guidance to the Practice Administrator with respect to cost containment and or reduction. Works with the revenue department to educate management on proper coding and billing practices as it relates to clinical care.
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* Works with Practice Administrators and Nurse Managers to ensure appropriate staffing of clinical and administrative staff for all facilities. Responsible for reviewing Patient Satisfaction scores with each office and developing strategies to mitigate complaints and increase scores.
* Works with Nursing on the implementation of infection prevention program for all levels of staff. Encourages and models infection prevention methods and assures appropriate PPE is available at each site for use by employee.
* Assists in the hiring and general orientation of staff, provides work direction, assigns schedules, and conducts on-the-job training. Monitors and evaluates performance, and recommends personnel actions, such as promotions, demotions, transfers, and disciplinary actions. Assists in the interpretation of and compliance with Human Resources, ACP and departmental policies and procedures. Ensures employees understand and comply with local, state, federal and regulatory standards, as they apply to respective job functions.
* Performs other job-related duties as required.

Qualifications:

Required:

* Bachelor’s Degree in Nursing
* Master’s Degree in Nursing, Health or Business Administration
* 5-7 years of health care management experience
* Knowledge of Clinical Guidelines and Regulatory Standards
* Excellent verbal and written communication skills

Preferred:

* Knowledge and understanding of the Nursing Process and Continuum of Care as it applies to Ambulatory Nursing.
* Understanding of disease management in the chronically ill patient and current prevention measures.
* Knowledge of computer systems, programs and applications including Microsoft Office, electronic medical records systems, practice management systems, and clinical and scheduling applications.
* Extensive knowledge of the healthcare marketplace, financial analysis, current reimbursement issues, budgets and operational analysis.

New York, NY
New York, New York

Date Posted 10/23/2015 1:01:21 PM
Job Description

Job Title: Deputy Director, Nursing Psychiatry
Department: Nursing Administration
Location: Lincoln

Job ID: 251709
Full/Part Time: Full-Time
Regular/Temporary: Regular
Regular Shift: N/A

Hire In Rate: $120,000.00 (for employees new to HHC)
Salary Range: $120,000.00 - $174,000.00
Pay Frequency: Year
Post Date: 10/06/2015 - 12/31/2015
Source of Funding: General Care
Civil Service Classification: Managerial

Marketing Statement

Lincoln Medical and Mental Health Center is one of New York City’s premier acute care hospitals. Located in Downtown Bronx, Lincoln is a teaching hospital renowned for its Centers of Excellence, and a recognized industry leader in the implementation of state-of-the-art medical technology and best practices. Our team of highly trained and caring medical professionals is dedicated to providing the highest quality healthcare that is safe, compassionate, culturally competent and patient-centered. Comprehensive services are offered in these major primary care areas: Medicine, Pediatrics, and Women’s Health in addition to more than eighty (80) specialty services. At Lincoln, the safety and comfort of our patients is our number one priority. Visit us at www.nyc.gov/html/hoc/lincoln

Job Description

Under direction of the Chief Nurse Executive, and in collaboration with Chiefs of Service, is responsible for the direction, coordination and control of the Nursing Department Inpatient and specialty services.

- Directs, coordinates and controls the execution, implementation and revision of departmental policies and procedures to assure attainment of goals and objectives established by the Corporation; such as improving the patient experience, communications, discharge process, and pain management.
- Interprets policies and objectives of nursing services to staff and community groups. Promotes harmonious working relationships with other disciplines and community stakeholders.
- Participates in decisions relative to admission/transfer of patients to assure the ability of nursing staff to assess and meet patient care needs.
- Develops, in collaboration with nursing, physicians, administrators and other appropriate staff, hospital wide patient care standards, policies and procedures, which describe how the nursing and patient care needs of patients are assessed, evaluated and met.
- Develops and implements fiscal and nursing administrative procedures to ensure compliance to the facilities' management and financial goals and objectives.
- Demonstrates visionary leadership through the development of strategic plans for the department of nursing in the 21st century.
- Other related duties as assigned.

Minimum Qualifications

1. Licensed and currently registered to practice as a Professional Nurse in New York State and.
2. A Master’s Degree in Nursing Administration or an equivalent field from an accredited college or university.
3. Six years of high-level responsible experience in nursing administration, hospital setting.
4. Strong knowledge of regulatory requirements, ability to effectively change and ability to strategically plan to meet future healthcare goals.
5. Demonstrated ability to apply knowledge of current leadership management concepts; ability to work collaboratively in the health care milieu of the organization.

How To Apply

If you wish to apply for this position, please apply online by clicking the "Apply Now" button or forward your resume, noting the above Job ID # to:

Lincoln Medical & Mental Health Center
Human Resources Department
254 Eneojo Maris De Hostos Blvd, (East 149th Street),
2nd Floor, 3DS, Room 186
Bronx, NY 10451
Attn: Recruitment Unit

Applications with resume for posted positions are accepted:
Tuesdays thru Fridays: 9:00 am to 12:00 pm
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**Director, Patient Care Services (Lenox Hill-Greenwich Village)**  
Requisition ID: 000992  
Location: New York, NY, USA  
Schedule: Full Time  
Shift: Day Job

**Description:**  
In the role of Patient Care Services Director, you will assume 24-hour responsibility for multiple units within a designated service line for the overall assessment, planning, implementation and evaluation of patient care on the service. You will carry out the System, Hospital and Nursing Service mission, vision, values and for the overall strategic plan for growth and business development, clinical management, patient care, budgeting, financial management and quality management on the service. You will promote the Health System service standards and create a patient focused caring environment while addressing and meeting the individual needs of the patient. Further, you will function as a key clinical leader and communicate regularly with the physician leader and departmental administrator, as well as, foster an environment of collaboration and respect with physician colleagues, nurses and other healthcare team members.

**Job Responsibilities Include:**  
- **Standards Compliance**  
  - Maintains current knowledge of and acts proactively to ensure compliance with all regulatory and professional standards of care which includes JCAHO, CMS, IHI, CAP, etc.  
  - Utilizes creativity in developing quality/performance improvement programs, instructing Nursing Management and implementing new and improved standards.  
  - Utilizes “tracer” methodology as a management tool to ensure that quality of care is embedded into clinical practice on an ongoing basis.

- **Operational Performance**  
  - Develops, prepares and monitors the personnel, supply and equipment budgets in collaboration with the Nurse Managers, Assistant Nurse Managers and support department directors.  
  - Develops strategic master staffing plans to ensure adequate staffing coverage in accordance with established productivity measures based on patient population needs.  
  - Develops, oversees and monitors service/unit operational performance metrics inclusive of LOS, agency and overtime costs, vacancy and turnover rates.

- **Clinical Practice/Patient Care**  
  - Collaborates with the Nurse Executive and Nurse Managers establishes nursing care standards and evaluates overall staff compliance.  
  - Identifies research protocols effecting the patient population served and keeps nursing staff informed.  
  - Ensures accountability in the provision of support services essential to patient care.  
  - Ensures that a safe and caring environment is maintained for patients that is conducive to positive health teaching, and maintenance, patient and family expectations of care; develops mechanism to assess same.  
  - Develops service goals and objectives to support the institutional values and goals, with input from nurse managers and staff.  
  - Fosters and implements programs within the service line that support cultural diversity.
• **Management**
  - Ensures that the overall planning process occurs for each unit within the service line.
  - Analyzes findings from patient satisfaction survey to establish service based customer services agenda and ensures that unit based agendas are developed with input from the nursing management and the staff.
  - Analyzes findings from staff satisfaction survey to establish a service based recruitment and retention agenda and insures that unit based agendas are developed with input from the nursing management and the staff.
  - Ensures that effective plans for delivery of nursing care are developed within the service line.
  - Ensures the resolution of patient and family concerns or complaints in a timely fashion.
  - Conducts monthly meetings with the nursing management to address equipment, scheduling, goals and objectives, performance metrics and improvement activities, and any staff concerns.

• **Human Resource Development/Management**
  - Hires, educates, mentors, and evaluates nursing management.
  - Works with human resources and nursing management to counsel, discipline and terminate staff as needed.
  - Educates nursing management in new and existing department procedures and systems (e.g. information systems, fiscal responsibility, etc).
  - Completes the CLI Core Management Series and appropriate leadership conferences, serves as active faculty at the Nursing Institute and influences the nursing education agenda at local schools.
  - Makes recommendations and provides opportunities for growth and development of personnel and arrangements for appropriate education and training. Is able to identify at least one potential successor to the Director role.
  - Creates and maintains a supportive working environment for all staff, and students.
  - Demonstrates self-development and keeps current on a variety of clinical management and health care topics by participation on a national and local level in professional associations and promotion of national agenda initiatives.
  - Responds in a timely fashion to staff concerns and functions proactively to retain staff.
  - Establishes service line metrics and goals to measure effectiveness of retention strategies.
  - Employs learning organization principles and techniques in all aspects of service line leadership.
  - Promotes a level of professionalism on the unit, which motivates academic pursuit and continuing education on the part of the staff by establishing and meeting service based professional certification goals.

• **Interactive Relationships**
  - Promotes empowerment of the nursing management and staff by utilizing collaborative approaches and encouraging new ideas.
  - Functions as a leader as of the healthcare team and various interdisciplinary committees to improve patient care and meet patient needs.
  - Promotes collegial relationships based on mutual respect and support.
Qualifications:
- Master's Degree in Nursing or related field, required. Either Master's or Bachelor’s Degree must be in Nursing.
- Current license to practice as a Registered Professional Nurse in New York State.
- Minimum of ten (10) years experience including five (5) years nursing experience and a minimum of five (5) years progressive management experience.
- Demonstrated leadership, communication and interpersonal skills, required.

Our Culture
Transforming care, optimizing patient satisfaction and creating better patient outcomes are just some of the things our talented team members are doing at North Shore-LIJ each and every day. As a culture committed to providing our customers with the highest quality service, we stand behind our core values: Patients first; Caring; Excellence; Innovation; Integrity and Teamwork. It is our commitment and our culture that sets us apart from others and is the cornerstone of everything we do. Join an organization whose team members are valued, cared for and offered continuous opportunities to grow. Click on the link to learn more about us: www.northshorelij.com/goals

Please note: North Shore-LIJ is a smoke-free environment. Smoking and the use of tobacco products is strictly prohibited anywhere on campus, including parking lots and outdoor areas on the premises. Free smoking cessation programs and quit medications are offered to team members who wish to quit through the North Shore-LIJ Center for Tobacco Control.