New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): NRSG 674

Course Title: DNP Scholarly Project Seminar

Abbreviated Course Title (≤ 30 chars): DNP Scholarly Project Seminar

First Semester to be Offered: Fall 2014

Submitted by: Lynn Taylor

Submitter’s Contact Info: Phone, Email: 994-3500 lynnt@e

Instructor: Jennifer Soke

Department: Nursing

College: Nursing

New Graduate Course Review Process

Instructor completes the New Course Packet.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.

Provost’s Office reviews the new course request.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Qttools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered "equivalent" to the proposed new course, and the new course should use the existing rubric and course number.
   • If no "equivalent" course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost's Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Abbrev. Course Title (≤ 30 char)</th>
<th>Credits</th>
<th>Department Offering Course</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 674</td>
<td>DNP Scholarly Project Seminar</td>
<td>2</td>
<td>Nursing</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

Is this course "equivalent" to a course in the MUS System?: [ ] Yes [ ] No

Learning Outcomes for the Course:

- Identify and plan the DNP Scholarly Project to be completed incrementally throughout the graduate program with the final written paper completed prior to graduation.

  2. Initiate a DNP Scholarly Project proposal in collaboration with the student's Project Chair.

  3. Utilize the "Project Guide" to implement a plan to apply principles of scholarly writing throughout project planning and proposal development process.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th>Course Title (for Catalog):</th>
<th>NRSG 674</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP Scholarly Project Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Restricted Entry/Consent of Instructor Required:

<table>
<thead>
<tr>
<th>Instructor’s GID (last 4 digits only):</th>
<th>9692</th>
</tr>
</thead>
</table>

First Semester to be Offered:

<table>
<thead>
<tr>
<th>Semester(s) offered (check all that apply):</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>First 6 weeks</td>
<td></td>
</tr>
</tbody>
</table>

Course Title (for Schedule of Classes, 30 characters, max.):

<table>
<thead>
<tr>
<th>Total Credits:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>1</td>
</tr>
<tr>
<td>Seminar:</td>
<td></td>
</tr>
<tr>
<td>Independent Study:</td>
<td></td>
</tr>
<tr>
<td>Lab/Studio:</td>
<td>1</td>
</tr>
<tr>
<td>Recitation/Discussion:</td>
<td></td>
</tr>
</tbody>
</table>

Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.

<table>
<thead>
<tr>
<th>Assigned Day(s):</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Time(s):</td>
<td>Tu</td>
</tr>
<tr>
<td>Assigned Building:</td>
<td>W</td>
</tr>
<tr>
<td>Assigned Room:</td>
<td>Th</td>
</tr>
<tr>
<td>Capacity (room capacity, or enrollment “cap”):</td>
<td>35</td>
</tr>
</tbody>
</table>

Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>NRSG 604 Evidenced Based Practice I; NRSG 601 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Requisite(s):</td>
<td>none</td>
</tr>
</tbody>
</table>

Course Description — Provide a course description of 40 words or less for the MSU Catalog.

The DNP scholarly project exemplifies the discovery, application, and synthesis of advanced nursing knowledge to improve health outcomes for individuals, families, communities, or systems.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified.

The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

This is a required course in the new DNP curriculum that was approved by the Board of Regents. With the introduction of the DNP program into the graduate nursing curriculum, the master’s nurse practitioner courses are no longer offered thus resources from that program will be used to support the DNP program.

Helen Melland, Dean, College of Nursing
NEW GRADUATE COURSE NARRATIVE

Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

- Course Description:
  a. What are the special goals or purposes of the course that support a “graduate” level of the course?
    1. Identify and plan the DNP Scholarly Project to be completed incrementally throughout the graduate program with the final written paper completed prior to graduation.
    2. Initiate a DNP Scholarly Project proposal in collaboration with the student’s Project Chair.
    3. Utilize the “Project Guide” to implement a plan to apply principles of scholarly writing throughout project planning and proposal development process.
  b. Is this course intended to be a required part of a new degree curriculum option, major, or minor? Yes, this required course is part of the new DNP curriculum.
  c. Provide a course syllabus containing all major topics to be covered. Syllabus attached.
  d. List required texts or other required references. See page 2 of the attached syllabus.

- Level of Offering:
  a. Has the course been offered previously as a 591? No.
     i. If so, when?
     ii. What was the enrollment?
     iii. What level of students took the course?
     iv. What were the evaluations?
  b. Does the course represent an upgraded version of an undergraduate level course? No.
     i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
  c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent) NRSG 604 Evidenced Based Practice; NRSG 601 Advanced Health Assessment; NRSG 602 Advanced Physiology/ Pathophysiology; NRSG 603 Advanced Pharmacology
  d. What performance requirements are placed on students which make this a graduate course?
     - Effective verbal and written communication consistent with graduate level performance standards.
     - Accountable to MSU code of conduct as defined in the student catalog and MSU student code of conduct.
     - Critical thinking ability—the use of analysis and synthesis skills such as: accurate interpretation of evidence, statements, graphics, questions, data, etc.; identification of salient arguments (reasons and claims) pro and con; thoughtful analysis and evaluation of major alternative points of view; drawing warranted, judicious, nonfallacious conclusions; justification of key results and procedures, explanations of assumptions and reasons; and fair-minded following
where reason and evidence lead (Faccione and Faccione, 1994).

- **Students are responsible for their own learning.** Faculty act as mentors and facilitators in the learning process. The level of learning which the student achieves is dependent on the complex relationships between the student, faculty, clinical supervisor and preceptors. The student must be an active participant in the learning process in order for learning to occur.

- Graduate education requires extensive reading of current literature. These may be assigned as readings for courses, may be research for course assignments or projects, or may be work necessary for your capstone project. The student is responsible for completion of these expectations and the time and costs associated with any needed reproduction of these materials. Students are bound by the appropriate copyright laws and proper citation of materials used. You are to use APA format to cite references for this course.

  i. Specifically state the written requirements or products of this course. This course is broken down into 6 modules. We will spend 2-3 weeks on each module. Assignments will be a mixture of discussion participation, attendance at webinars, and interaction with your project Chair.

  ii. How will the student=s learning be assessed and graded? Refer to the grading section of the syllabus (follows the course assignments).

- Relationship to other courses, curricula, and Departments:
  a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? **No**
  b. Does this course replace one or more courses that will not be offered? If so, which one(s)? **No**
  c. Will this course be co-convened with an undergraduate course? **No** If so, what additional requirements will students enrolled in the graduate course be expected to fulfill?
  d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? **N/A**
  e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? **N/A** State reactions, both favorable and unfavorable.

- Students Served:
  a. Does the proposed course serve:
     i. Majors only? **Yes**
     ii. Non-majors only? State area(s) or discipline(s) to be served. **N/A**
     iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

- What is the anticipated course enrollment? **35**

- Resources (including instructor):
a. Are department financial resources sufficient for offering this course? Yes
b. Does the instructor have the requisite academic training to offer this course? Yes
   i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). Jennifer Sofie, DNP, APRN, ANP-BC, FNP-BC is a board certified advance practice nurse practitioner with a DNP degree. Vita attached.
c. Are the library holdings adequate to support this course? Yes

- Course Evaluation:
  a. How will the students evaluate the course and instructor? The instructor will be evaluated using the online D2L evaluation process. The course will be evaluated using an internal new course evaluation form
  b. How will the department evaluate the course and instructor? From the data obtained in 7a.

- Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
NRSG 674 DNP Scholarly Project Seminar
Syllabus
DNP Program
College of Nursing
Fall 2014

Course Faculty:
Jennifer Sofie, DNP, APRN, ANP-BC, FNP-BC
Phone: Office: (406) 994-3783
Fax: (406) 994-6020
Cell: (406) 599-4483
Email: jennifer.sofie@montana.edu
Credits: 2 (1 lec; 1 clinical lab)
Semester Offered: Fall
Prerequisites: NRSG 604 Evidenced Based Practice I; NRSG 601 Advanced Health Assessment; NRSG 602 Advanced Physiology/Pathophysiology; NRSG 603 Advanced Pharmacology I
Degree: DNP

Course Description: The focus of this seminar course is to introduce the DNP student to the process of developing the DNP Scholarly Project. The DNP scholarly project exemplifies the discovery, application, and synthesis of advanced nursing knowledge to improve health outcomes for individuals, families, communities, or systems. This graduate nursing course of the DNP degree represents the use of analytical methods, translation of existing research to practice, and recognition of cross-disciplinary integration of new knowledge at both the micro and macro system levels. The DNP project allows the student to demonstrate the ability “to lead and manage collaborative efforts with physicians and other members of the health care team to redesign and improve practice environments and health systems” (Initiative for the Future of Nursing, 2010, p. 2)

Course Objectives:

1. Identify and plan the DNP Scholarly Project to be completed incrementally throughout the graduate program with the final written paper completed prior to graduation.

2. Initiate a DNP Scholarly Project proposal in collaboration with the student’s Project Chair.

3. Utilize the “Project Guide” to implement a plan to apply principles of scholarly writing throughout project planning and proposal development process.

REQUIRED TEXTBOOKS:

COURSE REQUIREMENTS:

Course expectations

- Effective verbal and written communication consistent with graduate level performance standards.
- Accountable to MSU code of conduct as defined in the student catalog and MSU student code of conduct.
- Critical thinking ability— the use of analysis and synthesis skills such as: accurate interpretation of evidence, statements, graphics, questions, data, etc.; identification of salient arguments (reasons and claims) pro and con; thoughtful analysis and evaluation of major alternative points of view; drawing warranted, judicious, nonfallacious conclusions; justification of key results and procedures, explanations of assumptions and reasons; and fair-minded following where reason and evidence lead (Faccione and Faccione, 1994).
- Students are responsible for their own learning. Faculty act as mentors and facilitators in the learning process. The level of learning which the student achieves is dependent on the complex relationships between the student, faculty, clinical supervisor and preceptors. The student must be an active participant in the learning process in order for learning to occur.
- Graduate education requires extensive reading of current literature. These may be assigned as readings for courses, may be research for course assignments or projects, or may be work necessary for your capstone project. The student is responsible for completion of these expectations and the time and costs associated with any needed reproduction of these materials. Students are bound by the appropriate copyright laws and proper citation of materials used. You are to use APA format to cite references for this course.

Course Design:

- This course is broken down into 6 modules. We will spend 2-3 weeks on each module. Assignments will be a mixture of discussion participation, attendance at webinars, and interaction with your project Chair.
  - Module 1- DNP Capstone- 2 weeks
    - What is the DNP Capstone Project?
    - How does this differ from a PhD Dissertation?
    - Types of DNP projects
    - Project Planning
  - Module 2- Elements of Project- 3 weeks
    - In depth coverage of project components
      - Intro
      - Lit review
      - Methods
      - Outcomes
      - Evaluation
      - Data Collection/Analysis
Module 3 - Project Nuts & Bolts - 2 weeks
- IRB
- Length/format
- SQUIRE Guidelines/Chapters
- Project Timeline
- Evaluation

Module 4 - Foundations - 1 week
- Library Orientation/ Search terms
- 1:1 meeting with librarian
- Making Sense of References-EndNote, etc.

Module 5 - Theoretical Foundations - 3 weeks
- Why is Nursing theory important?
- Types of theories
- Choosing a theory for your project

Module 6 - Needs Assessment - 3 weeks
- ID problem
- Fishbone analysis
- Aim statement
- ID key stakeholders

Module 7 - Implementation - 2 weeks
- PDSA's/ SWOT analysis

Module 8 - Putting it all Together - 1 weeks
- Dissemination

Course Assignments

- Reading: There is a lot of reading for this course. Each week there will be readings taken from your texts. There will also be current online readings that will supplement the lectures and texts. These will be posted on D2L under Required Reading for each module. Students are expected to keep up with the readings. You are expected to be familiar with the content posted and all reading material is test worthy.

- Exams: There are no exams in this course.

- Small Group Graded Discussions (14 graded discussions): You will each be placed into a group during the first week of the semester. We will have small group discussion nearly every week.
  - You are expected to make at a minimum 2 substantial posts. Each discussion week, there will be questions posted for you to discuss. These are meant to help you as your progress with your project planning. Use the required reading, text, lecture material, and ancillary sources to compose an approximately 200 word response. Your sources should be cited in APA format. One post should be an original post and at least 1 needs to be a response to a fellow student's post. Remember you are certainly welcome to post more than twice. As we progress through the semester you will see how your feedback will be of great value to your peers.
  - Please participate in online discussions as you would in constructive face-to-face discussions. Remember that email allows for a written record, thus your comments are considered a legal document. In other words...be careful what you say.
- Please be professional and courteous.
- Online communication lacks the non-verbal cues that provide much of the meaning in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and keep your sentences and paragraphs brief.
- State your purpose for writing at or near the beginning of your message whenever possible.
- Proofread what you post. Check your spelling and grammar. As you are a professional, your posts should reflect graduate level content and semantics.
- Graded discussion rubric is as follows and can also be found under Course Resources-Rubric:

<table>
<thead>
<tr>
<th>Level</th>
<th>100%</th>
<th>90-99.9%</th>
<th>80-89.9%</th>
<th>70-79.9%</th>
<th>&lt; 70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>Fulfill requirements of assignment; Work is excellent and clearly shows extra effort using examples or supporting evidence; consistently provides citation(s).</td>
<td>Fulfill requirements of assignment; Work is very good and shows extra effort to incorporate evidence; provides citation(s).</td>
<td>Fulfill requirements of assignment; Work is good and generally makes appropriate and accurate references to readings, course concepts, theories, or materials; provides citations most of the time.</td>
<td>Fulfill requirements of assignment or may be missing one section; Accuracy of references and/or in interpreting course concepts, theories, or materials inconsistent; inconsistently provides citations.</td>
<td>Does not fulfill requirements of the assignment; Does not explain course concepts, theories, or materials; Does not provide citation of sources.</td>
</tr>
<tr>
<td>Critical Thinking, Salience, Reflection</td>
<td>Thoughtfully evaluates and synthesizes course concepts, theories, materials, correctly and sometimes incorporates own points of view demonstrating reflection, insight, creativity, and/or originality; Applies relevant professional, personal, or other real-world experiences and extends dialogue by responding to examples of peers.</td>
<td>Able to analyze and apply course concepts, theories, or materials correctly and sometimes incorporates own point of view demonstrating reflection, insight, creativity, and/or originality; Applies relevant professional, personal, or other real-world experiences.</td>
<td>Generally able to analyze and summarize course concepts, theories, or materials and different points of view through understanding seems thin, incomplete, or shaky in some places; Contributes some personal, professional, or other real-world experiences that may or may not relate to course content.</td>
<td>Summarizes relevant course concepts, theories, or materials; Lacks thoughtful, original, or evidence-based explanations to support points made; Demonstrates little evidence of rereading or refinement of one's own perspective but shows potential for improvement; Superficial contribution of professional, personal, or other real-world experiences.</td>
<td>Work is lacking in many or most areas; Demonstrates little understanding or knowledge of readings, course concepts, theories, or materials; Does not contribute professional, personal, or other real-world experiences.</td>
</tr>
<tr>
<td>Logic and Grammar</td>
<td>Posting is consistently logical, articulate, and clear with correct spelling, grammar, and syntax.</td>
<td>Posting is logical, articulate, and clear; may have occasional minor errors in spelling, grammar, or syntax.</td>
<td>Posting is mostly logical and clear; may have some errors in spelling, grammar, or syntax.</td>
<td>Posting is inconsistently logical and/or clear, may have some errors in spelling, grammar, or syntax.</td>
<td>Posting is illogical and points do not clearly relate to topic or discussion; Numerous errors in spelling, grammar, and/or syntax.</td>
</tr>
<tr>
<td>Response to Classmate(s)</td>
<td>Responds substantively and respectfully to one or more fellow learners, relating the discussion to relevant course concepts and/or offering substantial feedback to further the discussion.</td>
<td>Responds substantively and respectfully to at least one fellow learner relating the discussion to relevant course concepts and/or offering feedback to further the discussion.</td>
<td>Responds respectfully to fellow learners relating the discussion to the relevant course concepts; feedback is substantive most of the time.</td>
<td>Responds respectfully to fellow learners but does not relate the discussion to the relevant course concepts; feedback may be superficial.</td>
<td>No response to other learners, disrespectful response, or responds superficially.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>10 or more</th>
<th>9 or more</th>
<th>8 or more</th>
<th>7 or more</th>
<th>0 or more</th>
</tr>
</thead>
</table>
Assignments:

- Projects will include:
  - Theory selection
    - You will select 1 or 2 theories to serve as the theoretical underpinning for your project. Please identify this theory, briefly describe it (is it grand or mid-range, name the components, how this relates to your project), and explain how this will direct or guide your project. You will want to consult with your discussion group, Dr. Sofie, and your Chair to ensure that your theory seems adequate before getting into too much detail on this paper. Suggested length is 1-2 pages double spaced, APA format.
  - Project timeline
    - You are to map out your project from beginning to end and include a very specific timeline with dates. It should include all the necessary components of your project. Be sure to consult with your chair as they may have components they wish included that we have not covered in this course. This should be reviewed and signed by your Chair and will serve as a guide for your project progression. Please submit to the dropbox once this is complete and include your and your Chair’s signature at the bottom.
  - Librarian Meeting
    - You will make a 1:1 appointment with one of the reference librarians at MSU. The purpose of this is to gain some assistance with your search terms (MESH), narrowing and focusing your search and which resources (journals, search engines) would best suit your project. You are encouraged to ask specific questions during this 1:1 session. You will then submit into the dropbox a summary of your meeting including what skills you gained, the date, time, and name of the librarian you met with. This meeting can take place either over the phone, via Adobe Connect, or in person. You need to contact Mary Anne Hansen at 406/994-3162 email: mihansen@montana.edu in order to make an appointment. I suggest you do not wait until the end of the semester to make this appointment as the librarians get busy at the end of the semester.

Discussions: There are several ongoing discussion forums:

- (1) Consult with your Professor: forum where you may ask general questions. This is a public forum where you are encouraged to ask questions about the course or questions about your project that might benefit other classmates. If you have a personal question, please use email instead.

- (2) Instructor Announcements: This is where I will make any announcements that pertain to our course. I encourage you to read anything that is posted in this forum.
(3) Mocha: This is your student space. You may post information here for your fellow students that might pertain to another course, an outside activity, or questions for your classmates. I don’t usually check this forum so please do not post any questions for me here. Also, please keep your comments tasteful and respectful.

(4) Clinical Discussion Group: This will be a place for you to discuss your project with your classmates. You will each be placed into a small group of 4-5 students and will help each other refine your projects here.

**General Discussion Advice**

- Please participate in online discussions as you would in constructive face-to-face discussions. Remember that email allows for a written record, thus your comments are considered a legal document. In other words….be careful what you say.

- Please be professional and courteous.

- Online communication lacks the non-verbal cues that provide much of the meaning in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and keep your sentences and paragraphs brief.

- State your purpose for writing at or near the beginning of your message whenever possible. Also, if your message is intended for a particular person please use a salutation at the beginning of your post.

- Proofread what you post. Check your spelling and grammar. You are in graduate school and your comments and postings should reflect as such.

- If you have questions about your grade or sensitive material that the rest of the class would not be interested in, please send me a private email via D2L or university email.

**Competency Evaluation:**
Final grade will be computed on the total points possible in the course. The standard curve will be used as follows to assign course grade. I do round up if it makes a difference in your final grade. For example a 92.8% will be rounded to 93% but 92.4% will be 92%. An average of 70% for all exams is required to pass the course.

**Grading:**

A = 93-100%
A- = 90-92.9%
B+= 87-89.9
B = 83-86.9%
B- = 80-82.9%
C+= 77-79%
C = 73-76.9%
C- = 70-72.9%
D = 60-69%
F = lower than 60%

<table>
<thead>
<tr>
<th>Project timeline</th>
<th>20pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Selection</td>
<td>20pts</td>
</tr>
<tr>
<td>Librarian Meeting</td>
<td>20pts</td>
</tr>
<tr>
<td>Discussions</td>
<td>10pts × 14 = 140pts</td>
</tr>
<tr>
<td>Total</td>
<td>200pts</td>
</tr>
</tbody>
</table>

**THE NATURE OF CLINICAL EXPERIENCE**
The clinical experience in this course is actual work on your capstone project. When you are working towards your DNP, there are many clinical hours that are project hours. The work you do on theory selection, your timeline, and all of your small group discussions count as clinical work because these are helping you develop your project.

**Behavioral Expectations**
Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information reference see http://www2.montana.edu/policy/student_conduct/student_conducte_code_2006-2007.htm.

**Collaboration**
University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

**Plagiarism**
Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another’s work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

**Academic Misconduct**
Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

**Academic Expectations**
Section 310.00 in the MSU Conduct Guidelines states that students must:

A. be prompt and regular in attending classes;
B. be well prepared for classes;
C. submit required assignments in a timely manner;
D. take exams when scheduled;
E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

Students with Disabilities
If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

Email Policy
I expect that you will check your university email daily. Since this course is being conducted primarily in an online venue, you need to be consistently checking email and the D2L link for this course.

Student Educational Records
All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

Students have the right to access their educational records by appointment. This information is protected by the Family Educational Rights and Privacy Act (FERPA). For more information contact the Dean of Students office at 994-2826

- Course schedule is subject to change at any time during the semester. Changes will often be minimal, if any.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS &amp; COMMENTS</th>
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<tbody>
<tr>
<td>1. 8/25-</td>
<td>Module 1: DNP Capstone</td>
<td></td>
<td>Discussion due by 8/31 at 11:59pm</td>
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<td>8/31</td>
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<tr>
<td>2. 9/1-9/7</td>
<td>Module 1: DNP Capstone</td>
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<td>Discussion due by 9/7 at 11:59pm</td>
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<td>3. 9/8-9/14</td>
<td>Module 2: Elements of Project</td>
<td></td>
<td>Discussion due by 9/14 at 11:59pm</td>
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<td>4. 9/15-</td>
<td>Module 2: Elements of Project</td>
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<td>Discussion due by 9/21 at 11:59pm</td>
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<tr>
<td>5. 9/22-</td>
<td>Module 2: Elements of Project</td>
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<td>Discussion due by 9/28 at 11:59pm</td>
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<td>9/28</td>
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<tr>
<td>6. 9/29-</td>
<td>Module 3: Project Nuts &amp; Bolts</td>
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<td>Discussion due by 10/05 at 11:59pm</td>
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<td>10/5</td>
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<tr>
<td>7. 10/6-</td>
<td>Module 3: Project Nuts &amp; Bolts</td>
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<td>Discussion due by 10/12 at 11:59pm</td>
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<td>10/12</td>
<td></td>
<td>Draft Project Timeline</td>
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<tr>
<td>8. 10/13-</td>
<td>Module 4: Foundations</td>
<td></td>
<td>Discussion due by 10/19 at 11:59pm</td>
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<td>10/19</td>
<td></td>
<td>Webinar by Greg Notess on managing your references</td>
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<tr>
<td>WEEK</td>
<td>TOPIC</td>
<td>READING</td>
<td>ASSIGNMENTS &amp; COMMENTS</td>
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| 9. 10/20-10/26 | Module 5- Theoretical Foundations |  | Discussion due by 11/9 at 11:59pm  
Webinar by Dr. Seiloff |
| 10. 10/27-11/2 | Module 5- Theoretical Foundations |  | Discussion due by 11/2 at 11:59pm  
Webinar by Dr. Seiloff |
| 11. 11/3-11/9 | Module 5- Theoretical Foundations |  | Work on theory selection, librarian meeting  
Webinar by Dr. Seiloff |
| 12. 11/10-11/16 | Module 6 - Needs Assessment |  | Discussion due by 11/16 at 11:59pm  
Theory Selection due into dropbox by 11:50pm on 11/16 |
| 13. 11/17-11/23 | Module 6 - Needs Assessment |  | Discussion due by 11/16 at 11:59pm |
| 14. 11/24-11/30 | Module 7 - Implementation |  | Discussion due by 11/30 at 11:59pm |
| 15. 12/1-12/7 | Module 7 - Implementation |  | Librarian Meeting due by 12/7 at 11:59 pm into dropbox  
Discussion due by 12/7 at 11:59pm |
| 16. 12/5-12/10 | Module 8 - Putting it all Together |  | Final Project Timeline, signed by Chair, Due by 12/10 at 11:59pm into Dropbox |
Jennifer K. Sofie  
7075 Skylark Dr., Manhattan, MT 59741  

EDUCATION  
- Doctorate of Nursing Practice, May 2013, University of Colorado Denver, Aurora, CO  
  Montana State University, Bozeman, MT  
- Master of Science in Nursing, Adult Nurse Practitioner and Occupational & Environmental Health Nursing, March 2000  
  University of Washington, Seattle, WA  
  Thesis: "A Qualitative Study of the Occupational Health and Safety Risk Perceptions of Nursing Assistants Certified At a Long-Term Nursing Care Facility"  
- Bachelor of Science in Nursing, Magna Cum Laude, June 1997  
  Seattle University, Seattle, WA  

WORK EXPERIENCE  
August 2006-Present, Montana State University, Bozeman, MT  
Assistant Clinical Professor & DNP/FNP Clinical Coordinator  
- Lead instructor for undergraduate Pathophysiology. Lecturing, fostering independent learning, incorporating creative technology, writing exams and case studies for a class of 100 students in an online venue.  
- Graduate lead instructor for Primary Care III series. Lecturing, writing case studies and exams, leading discussions on end of life and clinical practice in an online venue, with intent to prepare students as they embark as independent primary care providers. Focuses on the assessment, diagnosis, and management of acute and chronic illnesses related to older adults and geriatrics.  
- Graduate Instructor for Primary Care II series. Lecturing, writing and leading case studies and exams in an online venue. Intensive clinical lab coordination and administration for skills such as: suturing, casting, splinting, pelvic exams, interpreting EKGs, reading X-rays, and skin biopsy. Focuses on the diagnosis and management of acute and chronic illnesses across the adult age span.  
- Graduate Family Nurse Practitioner Clinical instructor: Guiding graduate students in their clinical coursework focusing on fostering independence, good decision making skills, safe clinical practice, and proper documentation.  
- Chair-Graduate Capstone Committee Chair  
- Scholarship Committee- member  
- DNP/FNP Clinical Coordinator- oversee student clinical placement and completion, act as a liaison community outreach to potential preceptors.  

January 2008-Present, Three Rivers Clinic, Three Forks, MT  
Family Nurse Practitioner  
- Primary care provider at a certified Rural Health Clinic  
- Provide care for newborn through elderly. Scope includes acute care illnesses injuries, preventative services, patient education, and chronic disease management.  

July 2006-January 2008, Belgrade Urgent Care, Belgrade, MT  
Nurse Practitioner  
- Providing primary and urgent care to patients across the life span.  
- Scope of practice includes diagnosis and treatment of acute/chronic health issues, pharmacological/non-pharmacological management of acute/chronic conditions, health promotion and education.  
- Management covers acute injuries, women's health, acute and chronic illnesses, and just about anything under the sun.
Older Adult Nurse Practitioner
• Managed the acute and chronic illnesses of 250 long-term care residents in the Cleveland area for two busy internal medicine physicians. Took all physician call and made nursing home rounds several days a week to provide optimal care for residents.
• Scope of practice included diagnosis and treatment of acute/chronic health issues, pharmacological/non-pharmacological management of chronic/acute conditions, health promotion, and end of life care.
• This management covered a wide variety of complex and chronic health conditions such as congestive heart failure, diabetes, COPD, degenerative arthritis, renal failure, dementia, and depression.
• Acute management of UTI’s, dermatological conditions, fractures, wt. loss, dyspnea, venous and arterial ulcers, pneumonia, and a number of other common acute conditions.

April 2000-April 2003, Northwest Geriatrics, Mercer Island, WA
Older Adult Nurse Practitioner
• Co-managing the care of 400 residents throughout the Seattle area with another Nurse Practitioner and Geriatrician in long term care facilities, Adult Family Homes, and house call visits.
• Scope of practice included the diagnosis and treatment of acute/chronic health issues, pharmacological/non-pharmacological management of chronic/acute conditions, health promotion interventions, and end of life care.

August 1997-March 2000, TLC Northwest Eye, Seattle, WA
Registered Nurse
• Circulating in the operating room, conducting pre & post-operative assessments, and patient education regarding Cataract, Trabeculectomy, Penetrating Keratoplasty, and other eye surgical procedures at an ambulatory surgery center.
• Maintained sterile technique, supervised scrub technicians, and ensured patient stability and recovery.

Teaching Activities at MSU

Fall 2013
Nurs 517-Principals of Pharmacology, Lead Instructor  
Nurs 560- Advanced Pathophysiology, Co-instructor, online course  
Nurs 563- Primary Care III, Lead Instructor

Summer 2013
Nurs 258z-Pathophysiology, Lead Instructor Bozeman (Accelerated Nursing Program)  
Nurs 562- Primary Care II, Lead Instructor

Spring 2012
Nurs 258-Pathophysiology, Lead Instructor, online with 96 students  
Nurs 561-Primary Care I, Clinical Faculty

Fall 2012
Nurs 560- Advanced Principles of Pathophysiology, Co-instructor, online course  
Nurs 563- Primary Care of the Older Adult, Coordinator, online course

Summer 2012
Nurs 258z-Pathophysiology, Lead Instructor Bozeman (Accelerated Nursing Program)  
Nurs 258z-Pathophysiology, Lead Instructor Great Falls (Accelerated Nursing Program)  
Nurs 562- Primary Care II, Clinical Faculty

Spring 2012
Nurs 258-Pathophysiology, Lead Instructor  
Nurs 561-Primary Care I, Clinical Faculty  
Nurs 571-Primary Care IV, Clinical Faculty
Fall 2011
Nurs 560- Advanced Principles of Pathophysiology, Co-instructor, online course
Nurs 563- Primary Care of the Older Adult, Coordinator, online course
Nurs 563- Graduate Clinical faculty

Summer 2011
Nurs562z- Principles of Pathophysiology, Coordinator (Accelerated Nursing Program)
Nurs562- Primary Care of the Middle Age Adult, Co-instructor, online course
Nurs562- Graduate Clinical faculty

Spring 2011
N258- Principles of Pathophysiology, Coordinator, online course
N561- Graduate Clinical faculty (2 students)
N571- Graduate Clinical faculty (3 students)

Fall 2010
N560- Advanced Pathophysiology, Assistant instructor, online course
N563- Primary Care of the Older Adult, Coordinator, online course
N563- Graduate Clinical faculty (5 students)

Summer 2010
N562- Graduate Clinical Instructor (5 students)
N562- Primary Care II, Care of the Middle Age Adult, Co-instructor, online course

Spring 2010
N571- Graduate Clinical instructor
N561- Graduate Clinical instructor
N224- Pathophysiology, Coordinator, online course

Fall 2009
N563- Primary Care III, Graduate FNP, Coordinator, online course
N563- Graduate Clinical instructor

Summer 2009
N562- Graduate Clinical Instructor
N224- Pathophysiology, Coordinator, online course

Spring 2009
N224- Pathophysiology, Coordinator, online course
N571- Graduate Clinical Instructor
N561- Graduate Clinical instructor

Fall 2008
N563- Primary Care III, Graduate FNP Coursework, Coordinator, online course
N563- Graduate Clinical instructor

Summer 2008
N562- Graduate Clinical Instructor

Spring 2008
N239 Lab- Undergraduate Health Assessment
N561- Graduate Clinical Instructor

Fall 2007
N239 lab- Undergraduate Health Assessment  
N563- Primary Care III, Graduate FNP Coursework, Coordinator, online course  
N563- Graduate Clinical instructor  

Spring 2007  
N223 lab- Foundations of Nursing  
N223 clinical- Foundations of Nursing  
N239 lab (3 sections)- Undergraduate Health Assessment  

Fall 2006  
N239 lab (3 sections)- Health Assessment  

Continuing Education  
1. Accepted into the Geriatric Education Faculty Fellows Program through the Montana Geriatric Education Center, University of Montana: July 1, 2011-June 30, 2015  
3. DNP National Conference, Phoenix, AZ, September 2013  
4. AANP National Conference, Orlando, FL, June 2012  
5. NONPF Conference Attendance, Charleston S. Carolina, April 2012  
7. NONPF Conference Attendance, Albuquerque, NM, April 2011  
8. Advanced Practice in Primary and Acute Care, Seattle, WA, October 2010  

PROFESSIONAL AFFILIATIONS  
- The National Organization of Nurse Practitioner Faculties (NONPF) member and primary Montana State University Representative  
- ANCC Member  
- AANP Member  
- American College of Nurse Practitioners, Member  
- ANA Member  
- Montana Nurses Association, Member  

PROFESSIONAL ACCOMPLISHMENTS  
1. QPR for Suicide Prevention Certified Gatekeeper Instructor, Jan. 2014  
2. Teaching Online Program, Montana State University, May 2013  

PUBLICATIONS/PRESENTATIONS/CONTRIBUTIONS  

Contributing Author &/or Reviewer:  


Author:

Presentations:
1. Doctor of Nursing Practice, Inc., Annual Conference, Podium presentation: A Quality Improvement Project to Improve the Management of Type 2 Diabetes Mellitus at a Rural Health Clinic, September 2013.

SERVICE
• Reviewer, F.A. Davis Company Spring 2011-present
• Reviewer, Jones & Bartlett publishing, Spring 2010-present
• Reviewer, Lippincott publishing, Spring 2007-present (Nursing Advisor, 2011)
• Clinical Preceptor at the Three Rivers Rural Health Clinic, FNP-MSN Program, MSU, Fall 2007-present
• CO-OP, Caring for our Own Native American Students, Pathophysiology tutor, Fall 2006-Spring 2010
• AYSU Soccer Coach, 1st and 2nd graders, Fall 2007, Fall 2013
• MSU Student Winter Study Break Volunteer, December 2006
• Clinical Preceptor, RN-BSN Program, Salish Kootenai College, Fall 2006
• MSU Move-In Day Volunteer, August 2006

Committees
• Scholarship Committee, August 2013- present
• Graduate Academic Affairs Committee, GAAC, August 2013-January 2014

Honors/Awards
• Nomination for Excellence in Online Teaching Award, MSU: 2013-2014
• Nomination for Excellence in Online Teaching Award, MSU: 2012-2013
• Nomination for Excellence in Online Teaching Award, MSU: 2011-2012

CURRENT CERTIFICATION/LICENSURE
• National certification by AANP as NP-C, Family Nurse Practitioner: August 2007-July 2017
• National certification by ANCC as an Adult Nurse Practitioner, ANP-BC: May 2000-May 2015
• Advanced Practice Nurse Practitioner with Schedule II-IV Prescriptive Authority, Montana State: 04/06-present
• Registered Nurse, Montana State: August 2005-present
• QPR for suicide Certified Gatekeeper Instructor: January 2013-January 2017
• Current CPR Certification
• Current DEA number