Agendum
Oakland University
Board of Trustees Formal Session
June 4, 2018

DOCTOR OF PHILOSOPHY IN NURSING DEGREE
A Recommendation

1.   **Division and Department:** Academic Affairs, School of Nursing

2.   **Introduction:** Oakland University (OU) proposes a new program in nursing at the doctoral level. The Doctor of Philosophy in Nursing program will be offered in the School of Nursing (SON).

The vacancy rate regarding nursing faculty positions in the U.S. is 7.9%. Over 92% of these vacancies are for faculty positions requiring a PhD in nursing. Furthermore, faculty age continues to increase resulting in fewer productive years. The average ages of doctoral prepared nurse faculty holding the ranks of professor, associate professor, and assistant professor were 62.2, 57.8, and 51.1 years, respectively. Nursing programs cited a lack of PhD prepared faculty as the primary reason for rejecting student applicants. According to the 2015 American Association of Colleges of Nursing (AACN) Report, there were 34 doctoral faculty vacancies in the state of Michigan (1,567 nationally) while 2,415 qualified students (greater than 64,000 nationally) were turned away from undergraduate and graduate nursing programs (AACN, 2015 & 2016). Understandably, since 2013, there has been a 57% reduction of PhD graduates in Michigan (AACN, 2016). Moreover, across the U.S., 9,757 masters' applicants and 2,102 doctoral applicants were denied admission into PhD programs due to the lack of PhD prepared faculty scholars (AACN, 2017).

These data emphasize the need for the proposed program which will increase the number of nurses with PhDs eligible for tenure track positions and will facilitate increased enrollment in schools of nursing at both the undergraduate and graduate levels. The marked shortage of faculty has limited the admission of students to all nursing programs and thereby significantly affects the health care needs of the citizens of the state of Michigan and the country.

The Critical need for another Doctoral Program in Nursing at Oakland University

The demand for the advancement of knowledge in health care has dramatically increased. Recent implementation of health care reform amplifies the need for both PhD prepared nurse scholars and doctoral prepared advance practice registered nurses (APRNs). Increasing the number of scientists with a PhD in nursing is crucial to the health needs of society, the education of additional nurse researchers, the advancement of nursing knowledge, and the stewardship of the nursing discipline. While the Doctor of Nursing Practice (DNP) is significant for APRNs who provide direct patient care, it does not address the shortage of faculty scholars. The DNP is the clinical

doctorate for APRNs; whereas, the PhD in nursing is the research doctorate, preparing nurse scientists. DNP programs are defined as practice-focused, designed to prepare experts in specialized nursing practice and to prepare nurses to practice clinically at the highest level (AACN, 2006). PhD programs are defined as research-focused, designed to prepare nurse scientists and scholars who will generate new knowledge and advance the discipline of nursing (AACN, 2010). These two very different programs complement each other and exist simultaneously in many research-intensive universities nationally. As the Institute of Medicine (IOM) has recommended, schools of nursing, with support from academic administrators and university trustees, should double the number of nurses with a doctorate by 2020 to increase the number of nurse faculty and researchers (IOM, 2010). There is a critical need for both DNP and PhD programs which facilitate collaboration to advance the discipline of nursing.

The School of Nursing faculty is engaged in enhancing the SON culture to expand research and scholarship. This endeavor facilitates the development of a PhD program and will position the school as a leader in health care quality and health outcomes with a global perspective. Furthermore, a PhD in nursing is consistent with other PhD programs at OU and will accelerate interdisciplinary education and research collaboration.

We seek approval by the Board of Trustees for this Doctor of Philosophy in Nursing Program, so that the program can welcome its first students in the Winter 2019 semester.

3.   **Previous Board Action:** None.

4.   **Budget Implications:** The nature of this program allows admission of post baccalaureate, post masters, and post doctorate students. We estimate that there will be eight students enrolled during the first year, building up to a total of 28 students by year five. The SON expects that the PhD program will be budget neutral in the second year. A pro forma budget is included as Attachment B.

5.   **Educational Implications:** Nursing research is the foundation on which practice is structured. As nursing leaders in academe, we are invested in maintaining a robust supply of future nurse scientists. This is critical for advancing evidence-based practice, informing policy, and promoting a healthy nation. The AACN has expressed concern that enrollments in PhD programs have decreased for the second consecutive year, by 2% or 100 students (AACN, 2017). A drop in the number of PhD students, no matter how small, has tremendous implications. AACN urges all stakeholders to intensify their efforts to increase enrollment in research-focused doctoral programs (AACN).

6.   Personnel Implications:
Current faculty who teach in the MSN and DNP programs are well qualified to teach students enrolled in the PhD in Nursing program. For initiation and maintenance of this new program, a 19-hour casual support staff will be employed.

Although the budget remains neutral, in year three the net income decreases. This is due to the addition of a faculty line (Associate Professor). As the number of students increase, a new faculty position will be necessary. This will supplement the teaching of course work in the PhD program as well as enhance scholarly endeavors, both faculty and student.

7.   University Reviews/Approvals:
The proposal for a Doctor of Philosophy in Nursing program was reviewed and approved by the SON Graduate Committee on Instruction, SON Faculty Assembly, SON Dean Judy Didion, RN, PhD, Oakland University Graduate Council, Oakland University Senate, and the Senior Vice President for Academic Affairs and Provost.

8.   Recommendation:

WHEREAS, the Doctor of Philosophy in Nursing program is consistent with objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Doctor of Philosophy in Nursing program will produce competent graduates who will demonstrate expertise in the research process by contributing basic and applied knowledge to guide health care delivery. Graduates will obtain positions in academia and/or as nurse leaders in key health care areas in the state of Michigan, nationally, and globally; now, therefore, be it

RESOLVED, that the Board of Trustees authorizes the School of Nursing to offer a Doctor of Philosophy in Nursing degree; and, be it further
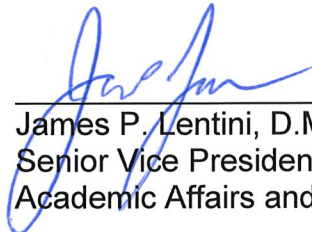
RESOLVED, that the Senior Vice President for Academic Affairs and Provost will complete annual reviews of the Doctor of Philosophy in Nursing program to evaluate academic quality and fiscal viability to determine whether the program should be continued.

9.   **Attachments:**
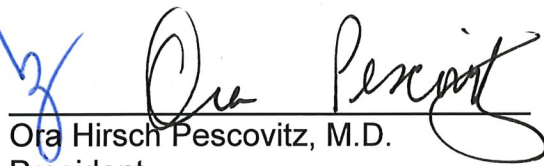
        A. Proposal for the Doctor of Philosophy in Nursing program.
        B. Pro Forma budget for the Doctor of Philosophy in Nursing Program.

Submitted to the President
on _____5·22·18_____, 2018 by

James P. Lentini, D.M.A.
Senior Vice President for
Academic Affairs and Provost

Recommended on ____5|23____, 2018
to the Board for approval by

Ora Hirsch Pescovitz, M.D.
President

OAKLAND UNIVERSITY

GRADUATE STUDY AND LIFELONG LEARNING

TO: Provost James Lentini

CC: Associate Provost Michelle Piskulich

FROM: Claudia Petrescu, Dean, Graduate Education

RE: Approved PhD in NURSING program

February 14, 2018

Dear Provost Lentini,

The Graduate Council has approved, at its meeting on January 17, 2018, a new program proposal for the PhD In Nursing degree submitted by the School of Nursing.

The proposed PhD in Nursing program is closely aligned with and will promote the mission and goals of the university. Its two concentrations, health care quality and health outcomes with a global perspective, support the university mission and align with the university goals. The program will be delivered predominantly online.

The PhD in Nursing program's goals are as follows:
1. Generate knowledge that contributes to health care quality and the discipline of nursing.
2. Contribute basic and applied knowledge to guide safe health care delivery and advance health outcomes.
3. Prepare individuals for academic positions in the state of Michigan, nationally, and globally.
4. Prepare transformational leaders for key positions in health care.

There is a growing demand for nurse faculty and nurse scientists locally and nationally. The vacancy rate regarding faculty positions in the U.S. in nursing programs is 6.8% (AACN). Over 89% of these vacancies are for faculty positions requiring a PhD in nursing (AACN).

Nationally 9,757 masters' applicants and 2,102 doctoral applicants were denied admission into PhD programs due to the lack of PhD prepared faculty scholars (AACN, 2017). In Michigan, according to the 2015 AACN Report, there were 34 doctoral faculty vacancies while 2,415 qualified students were turned away from undergraduate and graduate nursing programs (AACN, 2015). The marked shortage of faculty limited the admission of students to nursing programs and thereby significantly affects the health care needs of the citizens of the state of Michigan and the country.

Data from OU SON alumni indicates that nearly 42% of the respondents (N = 103) were interested in pursuing a PhD in nursing. Among those who responded, 77% were baccalaureate prepared and 23% held a Master's degree.

The national, state and local data support the creation of the PhD in Nursing program.

Comparison with other PhD in Nursing programs

There are three existing nursing PhD programs in the state of Michigan:
- The University of Michigan PhD in nursing program areas of focus include: health promotion and risk reduction, bio-behavior, nursing systems, and women's health.
- The Wayne State University PhD in nursing program include: human health and human-environment relationships, particularly relevant to the urban environment.
- The Michigan State University PhD in nursing program areas of excellence include: cancer care, gerontology, and obesity and related conditions.

The concentrations in health care quality and health outcomes in global populations distinguish the proposed OU PhD in nursing program from other PhD in nursing programs in Michigan. The flexibility of the online format of the proposed program will increase options and facilitate the development of distant nursing scholars.

The OU PhD in Nursing program will require students to complete 80 graduate credits. A reduction of up to 32 graduate credits will be provided to students entering with a post-baccalaureate degree, respectively a MSN or a DNP. Based on these, the proposed program is competitive with the other three Michigan PhD in Nursing programs.

Furthermore, creating a DNP -PhD track, respectively giving nurses with a DNP degree the option to complete a PhD in Nursing degree, the proposed program differentiates itself from the other three Michigan PhD in Nursing programs. Another differentiating factor will be the predominantly online delivery of the proposed PhD in Nursing program.

Curriculum:

Applicants will be admitted to the PhD in Nursing program following the process described below. To be admitted into the program, applicants:

- Must hold a minimum of a bachelor's degree in nursing.
- Must take the Graduate Record Exam (GRE).
- Must have a final cumulative GPA of 3.0 or higher at the undergraduate and the graduate levels.
- Have a BSN or international equivalent.
- Application for admission to Graduate Study.
- Official transcripts for all post-secondary educational institutions from which the applicant earned a degree (beginning with the first baccalaureate) and for all enrollment in graduate-level coursework beyond the bachelor's degree. International university transcripts must be evaluated by a professional credential evaluation service.
- complete the DOL department Supplementary Application which includes:
  - a current professional resume/vita;
  - official transcripts of all degrees earned;
  - 2 letters of recommendation speaking to applicant's leadership capacity; and
  - a written narrative of goals for obtaining a professional doctorate

Every student admitted to the PhD program will be required to come to campus for one week each year- "Doctoral Week". The primary purpose of this week is to engender a sense of community for all the doctoral students. Also upon admission each PhD student will be paired with a faculty mentor.

The PhD in Nursing degree will be awarded upon successful completion of an approved program of study, performance on the comprehensive examination and the oral examination, and completion and defense of dissertation research.

The program is targeting admission of 6-8 students/academic year.

The PhD curriculum consists of (see Appendix C for Degree Requirements):
- three foundation courses (among these one course is new)
- 12 core courses (among these 10 courses are new)
- 8 credits of concentration/depth/minor courses from several potential cognate areas of study
- A comprehensive qualifying exam
- 12-24 dissertation credits

Total PhD course requirements are 80 credits. Up to 32 graduate credits might be counted towards the total number of 80 credits for those students entering the program with a MSN or a DNP per Graduate Policy.

Therefore, for MSN entry the program is 60 credits. For DNP entry the program is 48 credits. Appendix D provides plans of study per type of entry into the program.

After admission, the MSN and DNP students' post baccalaureate transcripts will be assessed. The number of credits to be counted towards the PhD program will be determined by the program coordinator and entered into an approved Plan of Study.

Program launch and sustainability

School of Nursing is currently working on adopting the Nursing CAS system, a nationally centralized application for nursing, online system. Using the CAS system will provide the PhD program with national visibility which should lead to strong applications and good enrollments.

The SON has 20 PhD prepared faculty who will be eligible to mentor incoming PhD students based on a congruence of research interests. Currently, several faculty have grants that could support PhD students' research.

With a total of 28 students by year five, the program will need investment to support students and faculty research, a one full-time faculty member, clerical support, compensation for a program director, graduate assistantships, travel to conferences, supplies and services, and library support.

Appendix G (Pro Forma Budget) and Appendix H (University Library letter) provide detailed information about the financial support needed to launch, to sustain and to ensure the new program's success.

The Graduate Council and I are recommending this program for the Senate's and your approval.

Please let me know if you have any questions about the PhD in Nursing program.

Oakland University
Graduate Council

REQUESTED Effective Term/Year
Winter 2019
Proposed Title of the Graduate Degree program
PhD in Nursing
Department
School/College
Nursing
The delivery method for the Graduate Degree <u>program</u> is
☐ face to face (100%)　　　　☐ fully online (100%)　　　　**X** primarily online (75%)

I, Dean (last name) certify that the (insert title of proposed degree program) has been reviewed by the appropriate school/college and department committees and that implementation of the proposed degree program is recommended.

Judy Didion　　　　10-6-17　　　　_Judy Didion_
Dean of College/School (signature)　　　Date　　　Dean of College/School (print)

Approved. Claudia Petrescu　　1/17/2018
DECISION OF GRADUATE COUNCIL　　　Date

Oakland University
Graduate Council

THE PROPOSAL

PhD in Nursing Program

Degree: PhD in Nursing

Name of Degree Program Coordinator: Laura Pittiglio, PhD, RN
Associate Professor, School of Nursing

Requested Implementation Term: Winter 2019

School or College Governance

School of Nursing

Date Submitted	Date Approved
September 19, 2017	September 28, 2017

Graduate Committee on Instruction

Date Approved
April 4, 2013

University Governance

Graduate Council

Date Submitted	Date Approved
October 11, 2017	January 17, 2018

Senate

Date Submitted	Date Approved
April 19, 2018	April 19, 2018

Board of Trustees

Date Submitted	Date Approved
May 14, 2018	

Presidents Council

Date Submitted	Date Approved

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Graduate Council

Abstract

A Doctor of Philosophy (PhD) degree in nursing prepares scientists to respond to the escalating health care needs of society. The demand for knowledge development in health care has dramatically increased with the implementation of health care reform. Increasing the number of nurse scientists (those with a PhD) is fundamental to addressing the health needs of society, the education of new nurses for practice, the advancement of nursing knowledge through research, and the stewardship of the nursing discipline. The program's predominantly online delivery, with concentrations of health care quality and advancement of health outcomes, distinguish the proposed program from other nursing PhD programs in the region.

According to the 2014 American Association of Colleges of Nursing (AACN) report, less than 1% of the nurses in the United States (U.S.) have PhD preparation; 1,156 qualified applicants were denied admission to PhD programs due to a lack of PhD prepared nurse faculty. Since 2013 there has been a 57% reduction of PhD graduates in Michigan (AACN, 2016). Nationally 9,757 masters' applicants and 2,102 doctoral applicants were denied admission into PhD programs due to the lack of PhD prepared faculty scholars (AACN, 2017). Therefore, this proposed PhD program addresses a critical educational need in the U.S. by increasing the number of PhD prepared nurses; most of whom will become faculty at schools of nursing.

The proposed PhD in nursing program goals are consistent with Oakland University's (OU) Role and Mission Statement, which calls for:
"...excellent and relevant instruction, and high-quality basic and applied research and scholarship .... an obligation to advance knowledge through the research and scholarship of its faculty and students." Therefore, the university's interest is well served by implementation of this program. Through this proposed program, the best evidence in nursing practice, education and research will be used to optimize the health of the public in a dynamic global society. Furthermore, the program goals are consistent with the **mission and vision** of the School of Nursing (SON) which is to prepare transformational leaders and scholars.

The program goals are as follows:
1. Generate knowledge that contributes to health care quality and the discipline of nursing.
2. Contribute basic and applied knowledge to guide safe health care delivery and advance health outcomes.
3. Prepare individuals for academic positions in the state of Michigan, nationally, and globally.
4. Prepare transformational leaders for key positions in health care.

Financial resources are detailed in the five year budget. The undergraduate and Master's programs in the SON will provide some financial support to cover program implementation. In addition, we have addressed the resource needs for start-up costs through a number of proposals. These applications have been prepared and are ready for submission upon approval of the program.

Oakland University
Graduate Council

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The Proposal

I. Rationale

a How the program will help promote the role and mission of the university

> **MISSION STATEMENT**
> Oakland University is a pre-eminent metropolitan university that is recognized as a student-centered, doctoral research institution with a global perspective. We engage students in distinctive educational experiences that connect to the unique and diverse opportunities within our region and beyond.
>
> Through faculty-driven and student-engaged research, scholarship, and creative activity, Oakland University advances knowledge and art in a diverse and inclusive environment. Oakland University is an active community partner providing thriving civic, cultural, and recreational opportunities and valuable public service.
>
> **PROPOSED GOAL #1**
> Foster student success through a robust teaching and learning environment and comprehensive student services.
>
> **PROPOSED GOAL #2**
> Be recognized as a strong research and scholarly environment focused on creative endeavors and on the discovery, dissemination and utilization of knowledge.
>
> **PROPOSED GOAL #3**
> Become a leader in serving the needs and aspirations of our communities and region through expanded community relationships, institutional reputation and visibility, and engagement.

The proposed PhD in nursing program is closely aligned with and will promote the mission and goals of the university. The program concentrations of health care quality and health outcomes with a global perspective supports the university mission aligns with the university goals. The unique program concentrations have been developed to foster student success through faculty-student mentoring (OU Goal #1). Student mentoring will occur in an enriched environment of research and scholarship that contributes to basic and applied knowledge in the discipline of nursing (OU Goal #2). The PhD in nursing program will increase university recognition by preparing transformational leaders for key health care positions locally, nationally, and globally (OU Goal #3).

b Need for the program –unique or distinctive aspects
There is a growing demand for nurse faculty and nurse scientists locally, nationally, and globally. Data from OU SON alumni indicated that nearly 42% of the respondents (N = 103) were interested in pursuing a PhD in nursing (Appendix L). Among those who responded 77% were baccalaureate prepared and 23% held a Master's degree. These data support current interest in a PhD program at OU SON.

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Within the state of Michigan there are three universities that grant a PhD in nursing (Michigan State University, University of Michigan, and Wayne State University). The proposed OU School of Nursing (SON) PhD program brings a unique scientific dimension that addresses needs which are not specifically met by other universities in the state. Another unique aspect of the OUSON PhD program is that 86% of the content will be delivered online. Finally, the proposed program specifically articulates a post-DNP track which will be attractive to DNP prepared faculty who are interested pursing research and advancing the science of nursing. Currently there are no other programs in the state of Michigan that articulate a DNP to PhD track.

At the onset of proposal development, based on current faculty scholarship, two areas for program concentration were identified. These areas are health care quality and health outcomes with a global perspective which distinguish the proposed program from other nursing PhD programs in Michigan. The process of deriving program concentrations is in accord with the American Academy of Colleges of Nursing (AACN) which strongly recommends that PhD programs offer students experiences in the areas where faculty have expertise and active research. Further, AACN cautions against admitting students whose interest do not match faculty members' research area. The purposeful placement of students with faculty, whose expertise aligns with the student's interest, serves to expand and strengthen investigations that are fundamental to improving health care.

The School of Nursing faculty is engaged in enhancing the SON culture to expand research and scholarship. This endeavor facilitates the development of a PhD program and will position the school as a leader in health care quality and health outcomes with a global perspective. Furthermore, a PhD in nursing is consistent with other PhD programs at OU and will accelerate interdisciplinary education and research collaboration.

The Critical need for another Doctoral Program in Nursing at Oakland University

The demand for the advancement of knowledge in health care has dramatically increased. Recent implementation of health care reform amplifies the need for both PhD prepared nurse scholars and doctoral prepared advance practice registered nurses (APRNs). Increasing the number of scientists with a PhD in nursing is crucial to the health needs of society, the education of additional nurse researchers, the advancement of nursing knowledge, and the stewardship of the nursing discipline. While the Doctor of Nursing Practice (DNP) is significant for APRNs who provide direct patient care, it does not address the shortage of faculty scholars. The DNP is the clinical doctorate for APRNs; whereas, the PhD in nursing is the research doctorate, preparing nurse scientists. DNP programs are defined as practice-focused, designed to prepare experts in specialized nursing practice and to prepare nurses to practice clinically at the highest level (AACN, 2006). PhD programs are defined as research-focused, designed to prepare nurse scientists and scholars who will generate new knowledge and advance the discipline of nursing (AACN, 2010). These two very different programs complement each other and exist simultaneously in many research-intensive universities nationally. As the Institute of Medicine (IOM) has recommended, schools of nursing, with support from academic administrators and university trustees, should double the number of nurses with a doctorate by 2020 to increase the number of nurse faculty and researchers (IOM, 2010). There is a critical need for both DNP and PhD programs which facilitate collaboration to advance the discipline of nursing.

Faculty Shortage

According to the 2015 AACN Report, there were 34 doctoral faculty vacancies in the state of Michigan while 2,415 qualified students were turned away from undergraduate and graduate nursing programs (AACN, 2015). Since 2013 there has been a 57% reduction of PhD graduates in Michigan (AACN, 2016). Nationally 9,757 masters' applicants and 2,102 doctoral applicants were denied admission into PhD programs due to the lack of PhD prepared faculty scholars (AACN, 2017). The marked shortage of faculty limited the admission of students to nursing programs and thereby significantly affects the health care needs of the citizens of the state of Michigan and the country.

The faculty shortage remains a critical issue (AACN, 2015). Nursing programs in the U.S. turned away more than 68,938 qualified student applicants due to an insufficient number of academic and clinical faculty (AACN). Moreover, the Special Survey on Vacant Faculty Positions identified 1,236 faculty vacancies that have not been filled due to a lack of graduate level prepared faculty (AACN). The vacancy rate regarding faculty positions in the U.S. is 6.8% (AACN). Over 89% of these vacancies are for faculty positions requiring a PhD in nursing (AACN). Furthermore, faculty age continues to increase resulting in fewer productive years. The average ages of doctoral prepared nurse faculty holding the ranks of professor, associate professor, and assistant professor were 61.6, 57.6, and 51.4 years, respectively (AACN). Nursing programs cited a lack of PhD prepared faculty as the primary reason for rejecting student applicants (AACN). The data emphasize the need for the proposed program which will increase the number of nurses with PhDs eligible for tenure track positions and will facilitate increased enrollment in schools of nursing at both the undergraduate and graduate levels.

Nurse Scientists

Nursing research is the foundation on which practice is structured. As nursing leaders in academe, we are invested in maintaining a robust supply of future nurse scientists. This is critical for advancing evidence-based practice, informing policy, and promoting a healthy nation. The AACN has expressed concern that enrollments in PhD programs have decreased for the second consecutive year, by 2% or 100 students (AACN, 2017). A drop in the number of PhD students, no matter how small, has tremendous implications. AACN urges all stakeholders to intensify their efforts to increase enrollment in research-focused doctoral programs (AACN).

c   **List the goals and objectives of the program**

SON Mission: The mission of Oakland University School of Nursing is to prepare transformational leaders committed to caring and using the best evidence in nursing practice, education and research to optimize the health of the public in a diverse ever-changing global society.

SON Vision: The faculty and graduates of Oakland University School of Nursing will be recognized as transformational leaders, caring practitioners and scholars who optimize the health and well-being of a diverse global society.

Nursing PhD Program Goals

1. Generate knowledge that contributes to health care quality and the discipline of nursing.
2. Contribute basic and applied knowledge to guide health care delivery and advance health outcomes.
3. Prepare individuals for academic positions in the state of Michigan, nationally, and globally.
4. Prepare transformational leaders for key positions in health care.

Nursing PhD Program Objectives

1. Graduates will demonstrate knowledge of the research process that contributes to the discipline of nursing, with specific focus on the program concentrations of health care quality and health outcomes in with a global perspective.

2. Graduates will demonstrate expertise in the research process by contributing basic and applied knowledge to guide health care delivery.

3. Graduates will obtain positions in academia and/or as nurse leaders in key health care areas in the state of Michigan, nationally, and globally.

d **Comparison to other similar programs -State/Regional/National**
The concentrations in health care quality and health outcomes in global populations distinguish the proposed PhD in nursing program from other PhD in nursing programs in the state of Michigan. The flexibility of the online format of the proposed program will increase options and facilitate the development of distant nursing scholars. Further, the proposed program will assist in filling state, national and global needs for nurse faculty. The research and scholarship strengths of current faculty support the program emphasis on health care quality and health outcomes with a global perspective.

There are three existing nursing PhD programs in the state of Michigan:
- The University of Michigan PhD in nursing program areas of focus include: health promotion and risk reduction, bio-behavior, nursing systems, and women's health.
- The Wayne State University PhD in nursing program include: human health and human-environment relationships, particularly relevant to the urban environment.
- The Michigan State University PhD in nursing program areas of excellence include: cancer care, gerontology, and obesity and related conditions.

e **Development of Unique Niche**
Two of the most unique aspects of this PhD is the predominantly online delivery and the DNP-PhD track. The online delivery creates maximum flexibility for distance learners as well as those students who are local. Online delivery can create challenges to a sense of community however the proposed program intends to specifically match students to mentors earlier and provide opportunities to facilitate the mentoring relationship throughout the program (see Doctoral Week page 12).

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The following table includes comparison information from the proposed PhD program with existing PhD in nursing programs in the state of Michigan.

Table 1: Comparison of proposed PhD program and Michigan Universities with Existing PhD in Nursing Programs

Oakland University	Wayne State University	Michigan State University	University of Michigan

BSN-PhD
PhD course work
  56 credits
Dissertation
  24 credits
 	
Total 80 credits
	BSN-PhD
	PhD course work
	  61-62 credits
	Dissertation
	  30 credits
	
	Total 91 credits
		BSN-PhD is not specified	BSN-PhD
			PhD course work
			  37 credits
			(Clinical 6 credits)
			Dissertation
			  8+ credits
			
			Total 51 credits

MSN-PhD
PhD course work
  44 credits
Dissertation
  16 credits
 	
Total 60 credits*
	MSN-PhD
	*Transfer credits 24
	Course work
	  37 credits
	Dissertation
	  30 credits
	
	Total 67 credits
		MSN-PhD
		PhD course work
		  37 credits
		Dissertation
		  24 credits
		
		Total 67 credits
			MSN-PhD
			PhD course work
			  37 credits
			(Clinical 6 credits)
			Dissertation
			  8+ credits
			
			Total 45 (51) credits

DNP-PhD
PhD course work
  36 Credits
Dissertation
  12 credit
 	
Total 48 credits*
	DNP-PhD not offered	DNP-PhD not offered	DNP-PhD not offered

	Concentration areas: human health and human-environment relationships	Concentration areas: Cancer Nutrition Chronic Illness Management Obesity and Associated Conditions Physical Activity Gerontology	Concentration areas: Health Promotion Chronic Illness Care Effectiveness Science Vulnerable Populations
Tuition: $41,280-24,768(R) $68,240-40,944(NR)	Tuition: $81,059-$54,27028 (R) $146,252-107,278 (NR)	Tuition: $46,799.50 (R) $91,957.50 (NR)	Tuition: $55,335.00 (R) $111,815 (NR)

*Reduction of up to 32 credit is being provided to students entering with a MSN or a DNP.

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II.   **Academic Unit**

a.   **How the goals of the unit are served by the program**
SON strategic goals directly addressed by the PhD program are:
1. Build the research infrastructure and programs of research
2. Implement new/revised educational programs
3. Increase diversity of faculty and students
4. Enhance leadership initiatives of faculty and students locally, nationally, and globally

The proposed PhD program is directly responsive to goal #1, building a research infrastructure and programs of research. The PhD program development has encouraged faculty to accelerate their programs of research. Efforts to achieve this objective included consultation with two internationally known research scholars. The consultants have been instrumental in initiating two funding opportunities: a faculty research development program (FOP) to generate extramural research and SON support for pilot research. A cultural evolution is taking place in the school of nursing yielding an increased engagement of faculty in research and scholarly productivity.

The focus on developing a research community to enhance faculty collaboration in research and scholarship is active. Faculty and student research has increased and is expected to continue. This research will contribute to the scientific discipline in the program concentrations of health care quality and health outcomes with a global perspective.

The PhD program represents a new educational initiative; therefore, it directly addresses OU SON goal #2. Moreover, the inclusive worldwide focus of the PhD program responds to goal #3 of increasing diversity. Students will be recruited from diverse cultures both nationally and internationally. PhD graduates will be prepared as transformational leaders in health care quality or health outcomes with a global perspective, thus responding to goal #4.

b   **How existing staff will support the proposed program**
The School of Nursing has one specified Faculty administrative assistant who supports faculty activities related to teaching and research. In addition, there is a part-time (.50 clerical) administrative assistant requested in this proposal who will assist with administrative issues related to the PhD program.

c   **Faculty Qualifications**
Faculty of the SON consists of a community of scholars accomplished in scholarly endeavors and committed to providing skillful oversight and mentoring of new researchers. All PhD faculty in the SON have prior experience mentoring student research through the Master's Research Project and the DNP Research Project. Furthermore, there are sufficient tenured and tenure track faculty to meet the program demands. Many faculty already teach courses that are in the program curriculum. Please see the table in Appendix B for a detailed list of doctoral prepared tenured/tenure track faculty for the proposed courses of the curriculum.

Presently, the SON has four Full Professors, ten Associate Professors, and ten Assistant Professors who comprise the division of SON scholars with their research achievements.

There are 20 PhD prepared faculty who will be eligible to mentor incoming PhD students based on a congruence of research interests. PhD faculty are available to provide the necessary support to mentor students throughout the dissertation process. The program has been designed to pair students with a faculty mentor upon admission. PhD students will assist faculty in their research endeavors while expanding research in health care quality and health outcomes with a global perspective.

The faculty in the SON has the expertise and research to support the two areas of program concentration, health care quality and health outcomes. Scholarship has been manifested in the awarding of internal and external funding as well as international and national publications and presentations. Recent evidence in the area of health care quality includes funding awarded for The Caring Studio Experience and its relationship to nursing practice. Additionally, funding has been awarded in the area of patient safety for barcode medication administration. In n the area of health outcomes funding has been awarded for sexual risk taking behaviors to reduce HIV and application of a Metabolomic approach to the study of venous ulcer itch.

Scholarship has also been demonstrated in the area of health outcomes with a global perspective. Dr. Fouladbakhsh, a senior faculty, has research funded by an R-15 grant from the National Institutes of Health, A Pilot Study of Yoga for Breathing and Quality of Life of Lung Cancer Patients in the amount of $319,079. Another senior faculty, Dr Kridli, was awarded a substantial grant for Improving Health Behaviors in Arab America Youth from Blue Cross Shield (BCBS) Foundation of Michigan in the amount of $72,921. A team of nurse researchers, Dr. Yao & Dr. Kridli, have recently been funded in the amount of $35,312 by BSBS foundation of MI for a *Fall Prevention Exercise Program in Older Arab Americans*. Additionally, funding has been awarded to faculty focused on improving outcomes among vulnerable populations specifically the elderly, and young African American women at risk for HIV. Please see the abbreviated faculty vitae included in Appendix A for specific areas of faculty research. Additionally, see table in Appendix B for the *Core Faculty for Initial Dissertation Committees.*

The proposed PhD program addresses the need to develop transformational leaders committed to research in the areas of health care quality and health outcomes with a global perspective. Tenured faculty have already taken an active role in global initiatives designed to promote cultural collaboration, academic educational exchange, expertise and research. Dr. Kridli, Professor, has established a relationship with the University of Jordan where she has been a committee member for PhD students' dissertations. She was also a presenter at multiple nursing conferences at the University of Jordan.

Dr. Moore, Associate Dean, has a long standing history of global academic endeavors. His accomplishments include the translation of a psychometric instrument into Lithuania for mental health assessment research. In addition, he was the catalyst for creating the OU SON International study abroad program established in 2006. Currently, Dr. Moore has been in negotiations with the Centre for Research and Education *(CEREF)* in Padova, Italy to expand mutual academic and research endeavors. The negotiations have centered on facilitating collaborative inquiry between Italian Graduate Students and OU SON faculty.

Dr. Joyce Fitzpatrick, former Dean of Nursing at Case Western Reserve University (CWRU), has consulted with OU SON faculty in the development of their programs of

research as well as an early and influence in the development of this proposal. She is experienced in the facilitation of global initiatives and relationships abroad. She initiated the World Health Organization Collaborating Center for Nursing at the Frances Payne Bolton School of Nursing, CWRU. In collaboration with the CWRU School of Medicine, she designed a series of educational interventions focused on HIV/AIDS prevention in Uganda. Dr. Fitzpatrick has provided consultation on educational program development and research throughout the world including universities and health ministries in Africa, Asia, Australia, Europe, Latin America, and the Middle East.

d **Current Resources and how the new program impacts existing resources**

A detailed six year budget is provided in Appendix G. In year one, two BSN students will be admitted, at no cost, to the program. The two BSN-PhD students will be enrolled in master's courses that are already delivered to students as required by other SON graduate programs. The initial expenses involve professional marketing services to expand the visibility of the program. Concomitant activities will include travel cost targeted toward recruitment of prospective applicants. The budget includes funding for Graduate Assistants (tuition and stipends).

III. Program Plan
a Admission Requirements
- **Preparatory undergraduate course requirements for admission to the program**
  - o Applicants must hold a minimum of a bachelor's degree in nursing.
  - o Applicants must take the Graduate Record Exam (GRE).
  - o The scores, together with the following admission requirement criteria, will be examined for evidence of academic accomplishment.

- **GPA required for regular admission to the program**
  - o Applicants must have a final cumulative GPA of 3.0 or higher at the undergraduate and the graduate levels.

- **Any required degree, certificate, or licensing**
  - o BSN or international equivalent.

- **Academic term(s) and deadlines for applications for admission**
  - o All BSN prepared applicants will have until July 15th to apply and will enter the program the following winter term. MSN and DNP prepared applicants need to apply by February 15th and will enter the program the following fall semester. Applications received after the due date may be reviewed depending on space availability.

- **Specific admission requirements such as additional letters of recommendation, statement of objectives, personal interview, or special exams**
  - o Application for admission to graduate study.
  - o Official transcripts for all post-secondary educational institutions from which the applicant earned a degree (beginning with the first baccalaureate) and for all enrollment in graduate-level coursework beyond the bachelor's degree. International university transcripts must be evaluated by a professional credential evaluation service.

o A written statement indicating the applicant's objectives/career goals, why they are choosing Oakland University, and how their research interests fit with one of the program concentrations: health care quality or health outcomes with a global perspective.

o Two professional letters of recommendation directly submitted by individuals who can evaluate the applicant's potential for graduate-level study and scientific research.

o An interview, face to face or via technology, with member(s) of the graduate faculty.

b **Degree requirements**

The PhD in nursing program at Oakland University is designed to prepare nurse scientists responsive to the changing needs of society. The program allows for students with diverse educational backgrounds to construct a beginning program of research in a particular program concentration related to health care quality or health outcomes with a global perspective.

Every student admitted to the PhD program will be required to come to campus for one week each year- "Doctoral Week". The primary purpose of this week is to engender a sense of community for all the doctoral students. This week will initiate with students meeting their faculty mentor and develop a communication strategy to facilitate their relationship (skype and other modalities for distance students). In addition, there will be an orientation to the PhD program for first year students and presentation opportunities for students further along in the program (including Dissertation Defense). All students will attend in the same week so that there will be ample opportunity for students to support and network with each other. This time may also include intensive time for hybrid courses.

The PhD in nursing degree will be awarded upon successful completion of an approved program of study, performance on the comprehensive examination and the oral examination, and completion and defense of dissertation research.

Courses, credit hours and course prerequisite requirements

Please see Appendix C for more details.

- Courses ending in XXXX are new courses.
- Greater than 50% of the courses are 75% or more online in fact over 80% of the course work is online.
- A sample of possible cognate courses offered on campus is included.

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Curriculum Overview
Total PhD Course Requirements = 80 credits. For MSN entry the program is 60 credits.
For DNP entry the program is 48 credits see plans of study Appendix D

Philosophy of Science/Theory (8 credits)

NRS 5312	Theory and Translational Research for Advanced Nursing Practice	4 credits
NRS 9XXX	Philosophic Foundations of Advanced Theory Development	4 credits*+

Research (23 credits)

NRS 5302	Statistics in Advanced Nursing Practice	3 credits
NRS 6XXX	Graduate Research Practicum (I & II)	5 credits
NRS 9XXX	Advanced Health Care Statistics	4 credits*+
NRS 9XXX	Quantitative Research Methods	3 credits*+
NRS 9XXX	Qualitative Research Methods	3 credits*+
NRS 9XXX	Measurement and Design/Big Data	3 credits*+
NRS 9XXX	Mentored Research Experience	2 credits*

Professionalism (10 credits)

NRS 8221	Health Care Policy	3 credits*
NRS 8241	Nursing and Health Care Informatics Leadership	3 credits*
NRS 8XXX	Grant Writing	1 credit*+
NRS 9XXX	Health Care Economics	3 credits*+

Nursing Science Topical Seminars (6 credits)

NRS 9XXX	Health Care Quality	3 credits*+
NRS 9XXX	Health Outcomes with a Global Perspective	3 credits*+

Cognate Minor (minimum of 8 credits)
Two (or more) cognate courses   8 credits*+
Examples of cognate areas are:
- Anthropology
- Biology
- Education
- Health Sciences (Public Health)
- Psychology
- Sociology

Comprehensive/Qualifying Examination   1 credit*+

    Dissertation   12+; 16*; 24 credits

14

Nursing Science Topical Seminars
The content of the topical seminars will be directed at the two focal areas of the program:
- Health Care Quality
- Advancement of Health Outcomes

Cognate Minor
Cognate courses will be chosen under the guidance of the faculty mentor. The student will be encouraged to identify a cognate area of study that supports their research interest. Because of the nature of a PhD, students will have great latitude in the variety of cognate areas from which to choose. The student's faculty mentor will facilitate appropriate contact with faculty in cognate area. The cognate selection must be approved by both the faculty mentor and a cognate faculty member, with signatures appearing on the student's plan of study. This verification process establishes that the cognate coursework has been approved for use at the doctoral level, and that the student's participation in the courses has approval from both the SON and the cognate area.

Mentoring
Mentoring involves an ongoing process of learning, dialogue and query. A faculty directory of research interest is available on the SON website that identifies faculty research interest areas and current research programs. Prior to admission, applicants provide a written statement that identifies objectives, goals and research interest. Early on in the program the student will have the opportunity to meet faculty who have expertise in the student's area of interest (Doctoral Week). This is important because according to The Chronicle of Higher Education, approximately 50% of all doctoral students fail to successfully completed their degree (Cassuto, 2013).The mentoring process in the proposed program will offer students the opportunity to link with a faculty member whose expertise can provide the student research and networking opportunities nationally and globally. Research mentoring will be fostered through collaborative research relationships. It will be part of the Program Director's responsibility to monitor and support the mentoring relationship between student and faculty.

It is anticipated that in the initial stages of the program, a faculty will mentor one to two students. As program enrollment increases, a faculty may be mentoring up to three students.

Dissertation Committee
Within the first two years of their program, the student will be expected to identify a dissertation committee consisting of a chairperson plus a minimum of two additional committee members. The chairperson must be a PhD prepared tenured faculty member or a faculty member holding an endowed professorship within the School of Nursing. Two of the remaining members must be tenured/tenure track faculty in the SON. When it is appropriate to the student's plan of study and approved by the chair, an outside scientist or expert may be added to the committee.

Comprehensive/Qualifying Examination
The purpose of the examination is to determine the readiness of a pre-candidate to perform dissertation research. Students will sit for the comprehensive/qualifying examination at the discretion of their chair and/or after completing course work. The comprehensive/qualifying examination will have a written and an oral component. The

written component will consist of questions that **assess** the student's knowledge of challenging issues in nursing and health care research (including the student's cognate area). All committee members must reach a majority agreement regarding the student's performance on the written examination. Following successful completion of the written exam, the student takes the oral component. A student achieves candidacy when all committee members reach a majority agreement regarding the student's performance on the oral examination.

Dissertation Defense
The members of the committee must approve the dissertation before the candidate's final oral defense. Acceptance of the dissertation by Graduate Study and Lifelong Learning requires favorable recommendations by the Dissertation Committee. All dissertations must conform to university standards (See PhD Minimum requirements).

Additional Requirements
A mentored research experience is required of all students. This activity is designed to provide graduate students with mentored research experience.

Residency
All students are required to fulfill a residency requirement for this program. Although students may complete some of the program on a part-time basis, continuous full-time enrollment is highly preferred. The minimum residency requirement shall be full-time residency (8 credits per semester) for two consecutive full semesters.

Program Withdrawal Options
If a student chooses to withdraw from the PhD program or is unsuccessful in meeting the requirements, the student can apply to the MSN or DNP program. Relevant credits can be applied to the chosen option. The student will need to complete the MSN or DNP program requirements including the Master's Research Project or the DNP Research Project to graduate from that program.

c **Plan of Study**
A typical plan of study for students enrolled full-time in the program is included in Appendix D. Course descriptions for all new courses in the program and a sample syllabus are included in Appendix E.

d **Academic direction and oversight for the program**
The director of the PhD program will be an Associate Professor with Tenure; 50% of this individual's time will be dedicated to administration of the program.

e **Interdisciplinary programs**
The SON fosters multidisciplinary research by providing a supportive and efficient infrastructure for investigators to conduct their research. Collaborative endeavors include involvement of students in research and initiation of multidisciplinary and multi-institutional partnerships. Faculty within the School of Nursing has established multidisciplinary programs of research with the School of Engineering, School of Health Sciences, and Oakland University William Beaumont (OUWB) School of Medicine. Additionally, the School of Nursing fosters global perspectives by encouraging students both at the graduate and undergraduate levels to travel and experience the diversity of health care practices. These experiences aim to enrich students by immersing them in unfamiliar

cultures with varying health care practices and policies. School of Nursing students have had academic experiences in several countries around the world. Through these experiences, students have gained a broader understanding of global health care, and how culture and politics affect patient outcomes. It is anticipated that the SON global connections will be enhanced through the PhD program.

Participating academic units

The SON will collaborate with the following **academic units:**
- College of Arts and Sciences
- School of Business
- School of Education and Human Services
- School of Engineering and Computer Science
- School of Health Sciences
- Department of Psychology
- Oakland University William Beaumont School of Medicine

- **Academic home -primary college/school and department home for the program**

    The primary academic home for this program is the School of Nursing.

- **Statement of support from the Deans and department chairs with responsibility for providing courses and faculty for the program.**

    - External Consultant
    - School of Nursing
    - OUWB School of Medicine
    - School of Health Sciences
    - College of Arts and Sciences
    - Department of Psychology
    - School of Education and Human Services
    - School of Engineering and Computer Science

- **Process for recommending and proposing program changes**

    The process for recommending and proposing program changes will follow the current process in the SON as approved by the Faculty Assembly.

f **Accreditation**

There is no professional accrediting requirement for PhD programs in nursing. All of the other programs in the School of Nursing are accredited through the Commission on Collegiate Nursing Education (CCNE).

g **Catalog description of the program**

Please see Appendix F

h **Source of Students**

Students from university campuses and health care institutions in the United States and globally will be recruited to the program.

Planned Program Enrollment

The program is targeting an enrollment of 6-8 students admitted per year.

Recruitment Plan

We will employ professional marketing services such as Jewel Media or our own university marketing services to advertise and promote the program to the target population (see Appendix J). Nursing Centralized Application Service (NursingCAS) is a relatively new system for admissions that could be a useful recruitment tool. It is a system whereby students, both nationally and internationally, enter the system and peruse numerous program of interest. Our participation in this system would significantly raise exposure of the program to international levels. More details are being assessed for the implementation of this system for the PhD program admission (and recruitment) process.

In addition, faculty will disseminate program information at professional conferences. In accordance with the university compliance guidelines, the SON will target minority and international students in our recruitment efforts. In addition, the SON plans to apply for funding through the Nurse Faculty Loan Program. This funding is a useful recruitment tool which is designed to provide tuition support to a student who is willing to commit to a full- time faculty position after graduation. Recruitment will occur at regional, national and international conferences regularly attend by faculty. International students will be recruited based on connections that currently exist with senior faculty and consultants.

k **Advising students**

Each student will have a faculty mentor who will be supported by the SON's award-winning advising department.

Retention Plan

The assigned faculty mentor will facilitate and monitor program progression and completion. Furthermore, the proposed mentoring process emphasizes the bet fit between the student and mentor which will bolster retention.

m **Provide list of businesses that would likely employ graduates of the program**

Numerous institutions are increasingly engaging in nursing research and require a PhD prepared Nurse Scientist. Please see letters of support from specific community partners (Appendix K). The following are both current and potential employers of PhD program graduates:
- University schools of nursing
- Health care facilities
- Hospitals
- Primary contributors to health care policy
    o Centers for Disease Control Prevention
    o World Health Organization
- Professional nursing organizations

IV **Off Campus or Distance Delivered Programs**

Approximately 86% of the course work for the program is delivered online. The remaining 14% will be delivered at the HHB.

V **Needs and Costs of the Program**

Please see Appendix G which includes items a –f below.

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a **New Resources Needed for the Program**
Money will be allocated to provide goods and materials for advertising and travel to conferences to recruit students. In addition, in the SON there is an existing space which has been designated as the research area. In this area there is a secured room that can be designated as a doctoral student space. Funding will be secured for two computers and a printer. As with all of the faculty computers, the most current versions of computer software will be maintained (e.g. SPSS & NVivo). Money will be secured for the purchase of audio and video equipment, and a large screen monitor which are necessary for research efforts. Other support items are already available and include: mail boxes, file cabinet, table, and chairs. Lastly, since students will be spending a significant amount of time in the research area, some of the secured funding would be allocated for the purchase of other items for student support.

Statistical support will be sought through collaborative efforts with other academic units within the university (e.g. Mathematics and Psychology).

b **Source of New Resources**
The SON will provide partial funding for new resources and will seek assistance from the university and external grants for program development.

c **Six Year Budget and Revenue from Program**
Please see Appendix G

d **Library -**
Please see Appendix H

e **Classroom, Laboratory, Space needs**
The Human Health Building will adequately accommodate PhD student's classroom and space needs.

f **Equipment Needs**
See budget justification in Appendix G

VI Program Assessment Plan
Please see Appendix I

VII Appendices
A. Abbreviated Faculty Vitae
B. Faculty Resources
C. Degree Requirements
D. Typical Student Plan of Study - Full-Time Schedule
E. Detailed New Course Descriptions and Sample Syllabus
F. Graduate Catalog Copy
G. Proforma Budget and Justification
H. Library Report
I. Graduate Assessment Plan
J. Marketing Plan
K. Support Letters
L. Survey Data

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Timeline

Typical Timeline for Approving Program Proposal
The following table contains critical points in the internal and external review process for the program which is to begin in fall semester. These dates assume that the process is not delayed by significant revisions.

Date	Event	Materials Needed
October 2013-September 2017	Review and approval of complete proposal by School of Nursing	Completed proposal
November 2013 & October 2017	Informal review by Graduate Study	Completed proposal
September 2017	Completion of Library Report	Completed proposal
October 2017	Initial review of complete proposal by the Graduate Council. (2 readings)	Completed proposal
November-December 2017	Final reviews of revised proposal by the Senate Planning Review Committee and by the Senate Budget Review Committee	Completed proposal
January-February 2018	Review by the University Senate (2 readings)	Final proposal and final cost estimate
March 2018	Review by Board of Trustees	Final proposal
April 2018	Release by Provost to advertise	Final proposal
May 2018	Presentation to Academic Affairs (AA) Officers Committee of the President's Council of State Colleges and Universities	Final proposal
June 2018	AA approval for program start	Release curriculum code
June 2018	Program implementation: Distribute program materials, advertise, and recruit applicants	

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APPENDIX A
Abbreviated Faculty Vitae

Please include information relevant to the proposed program

Faculty Name Carrie Buch (nee Abele, Motyka) Title Associate Professor School of Nursing	Office 3045 HHB	Office Phone 248-364-8715 Office Email buch@oakland.edu
Degrees-School-Year PhD in Nursing - Wayne State University - 2006 MSN in Community Health Nursing - University of Michigan - 1999 BSN - Oakland University - 1996	**Research Interest** • Quality and Safety • Caring Practice • Educational Methodology • Evaluation/Student Outcomes	

Grants Awarded

Grobbel, C. C., Abele, C., & Piscotty, R., Suda, T. (2011). The Caring Studio Experience: An emerging educational methodology to engage nursing students in learning about caring practice. Grant funded from Sigma Theta Tau Theta Psi Chapter for $1509.

Grobbel, C. C., Abele, C., & Piscotty, R., Suda, T. (2011). The Caring Studio Experience: An emerging educational methodology to engage nursing students in learning about caring practice. Grant funded from Oakland University: Faculty Research Award for $1500.

Abele, C. L., Grobbel, C. C., & Piscotty, R. (2010). The Caring Studio Experience: An emerging educational methodology to engage nursing students in learning about caring practice. Grant funded from Sigma Theta Tau International for $5,000.

Most Recent Publications (limit to 6)

Motley, J., & **Buch, C.** (2016). Quality of life in dementia. *Journal of Nursing Education and Practice, 6*(9), 122-126. doi:10.5430/jnep.v6n9p122

Oligario, G. C., **Buch, C.,** & Piscotty, R. (2015). Nurses' assessment of delirium with underlying dementia in end-of-life care. *Journal of Hospice & Palliative Nursing, 17*(1), 16-21. doi:10.1097/NJH.0000000000000099

Price, D., **Buch, C.,** & Hagerty, B. (2015). Measuring confidence in nursing graduates within the framework of the AACN Essentials. *Nursing Education Perspectives, 36*(2), 116-117. doi: 10.5480/13-1162.1

Myler, L. A., **Buch, C.** L., Hagerty, B. M., Ferrari, M., & Murphy, S. L. (2014). Mentor satisfaction using a new model of clinical education. *Nursing Education Perspectives, 35*(6), 367-371. doi:10.5480/13-1091.1

Seurynck, K., **Buch, C. L.,** Ferrari, M., & Murphy, S. (2014). Comparison of nurse mentor and instructor evaluation of clinical performance. *Nursing Education Perspectives,* 35(3), 195 – 196. doi:10.5480/12-819.1

Piscotty, R., Grobbel, C., & **Abele, C.** (2013). Initial psychometric evaluation of the nursing quality and safety self-inventory: A self-report measure of nursing students' quality and safety knowledge, skills, and attitudes. *Journal of Nursing Education,* 52(5), 269 – 274. doi:10.3928/01484834-20130412-03

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NRS 500 Theoretical Foundations of Advanced Nursing Practice	NRS 5312 Theory and Translational Research for Advanced Nursing Practice
	NRS 8241 Nursing and Healthcare Informatics Leadership
	NRS 9XXX Philosophic Foundations of Advanced Theory Development
	NRS 9XXX Seminar: Advancement of Health Outcomes

Faculty Name Judy Didion PhD, RN Title Dean and Professor School of Nursing	Office HHB 3001	Office Phone 8787 Office Email jdidion@oakland.edu
Degrees-School-Year PhD in Nursing Duquesne University, Pittsburgh, Pennsylvania 2007 Masters of Science in Nursing; Clinical Nurse Specialist and Administration, The University of Texas Health Science Center; Houston, TX 1984 Bachelors of Science in Nursing , The University of Toledo; Toledo, Ohio 1981 Diploma in Nursing, St. Vincent Medical Center; Toledo, Ohio 1975 2012 AACN-Wharton Executive Leadership Fellow	**Research Interest** QSEN Quality and Safety in Nursing Education Leadership in Nursing Education Patient and Family Centered Care Workforce Diversity Public Health Nursing Education Curriculum Development	

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Grants Awarded

2016 **National League for Nursing Joyce Griffin-Sobel Research Award** Recipient; $10,450

2016 **Zeta Theta Chapter-at-Large, Sigma Theta Tau International Alice Manion Research Award** ; $1500

2015 **Research Fellowship Award,** Lourdes University, $3000

2012-2016 Project Director and Co-Author: Health Resources & Services Administration (HRSA) Bureau of Health Professions, Division of Nursing funded **Scholarships for Disadvantaged Students** $1,944,029

2015-2016 Project Director and Team Leader: **Ohio Action Coalition State Implementation Grant** partnership with BSN, Associate Degree and Practice in NW Ohio. $8000.00

2013-2015 Project Director: Expanding MSN Options in Rural Northwest Ohio funded by the **Ohio Board of Nursing Education Grant Program** to support the MSN program: $195.383.00

2013-2015 Project Director and Co-Author: Undergraduate Nursing Expansion at a Patient-Centered Medical Home funded by the **Ohio Board of Nursing Education Grant Program** to support the BSN program: $195.383.00

Co-Author: Health Resources & Services Administration (HRSA) Bureau of Health Professions, Division of Nursing a request for $977,883.00 to fund Lourdes University: **Nursing Workforce Diversity Grant** for 2015-17, "Realizing Educational Attainment and Careers in Healthcare (REACH)".

Project Director and Co-Author: Undergraduate Nursing Expansion at a Patient-Centered Medical Home funded by the **Ohio Board of Nursing Education Grant Program** to support the BSN program: $195.383.00 awarded over 2 years 2013-15.

Project Director: Expanding MSN Options in Rural Northwest Ohio funded by the **Ohio Board of Nursing Education Grant Program** to support the MSN program: $195.383.00 awarded over 2 years 2013-15.

Co-Author: Health Resources & Services Administration (HRSA) Bureau of Health Professions, Division of Nursing **Nurse Education Practice, Quality and Retention (NEPQR):** Nurse Education, and Practice Partnership to Provide Safe Quality Care: $$984,664 2010-2013.

Project Director and Co-Author Health Resources & Services Administration (HRSA) Bureau of Health Professions, Division of Nursing **Scholarships for Disadvantaged Students** $72,127 2011-12.

Project Director and Co-Author: Health Resources & Services Administration (HRSA) Bureau of Health Professions, Division of Nursing **Scholarships for Disadvantaged Students** $55,920 2010-11.

Co-Author: Health Resources & Services Administration (HRSA) Bureau of Health Professions, Division of Nursing **Advanced Nurse Education** (ANE): Graduate Options: RN to MSN in Nursing Leadership $955,687 awarded for 2011-2014.

Co-Author: $197, 772.00 awarded by the **Ohio Board of Nursing Education Grant** to Lourdes University. Graduate Options: RN to MSN in Nursing Education 2011-13.

Project Advisor: Health Resources & Services Administration (HRSA) Bureau of Health Professions, Division of Nursing. **Nursing Workforce Diversity:** "Discover the Nurse Within" awarded $1,509.809 for 2009-20012.

Project Director, $193,265.00 awarded by the **Ohio Board of Nursing Education Grant** to Lourdes College. "Service-Linked Education Partnership: Expanding MSN Enrollment and Enhancing Evidence Based Practice" 2009-2011.

Project Director, $198,402.00 award by the **Ohio Board of Nursing Education Grant** to Lourdes College for "Practice-Linked Education Partnership Expanding Enrollment to Increase Nurse Educators in Northwest Ohio through MSN and RN to BSN Education" for 2007-2009.

2005-2006 **MUO HIV Testing Program,** $24,125.00. Ann Locher MSN, RN Principle, Investigator and
Co-Coordinator; Judy Didion MSN, RN Co-Coordinator; and Susan Carter MSW Co-Coordinator. Funded by the **Toledo-Lucas County Prevention** Funding for January -December 2006.

Most Recent Publications (limit to 6)

Sharpnack, P., Drennan, C., Bowles, W., Koffel, C., Salvador, D. & Didion, J. (2017). *Pathways to BSN Education: Teamwork in Ohio. Nursing Education Perspectives*, to be published Volume 38, No. 5 (November).

Kruse, J., Didion, J., and Perzynski, K. (2014). *Utilizing the Intercultural Development Inventory to develop intercultural competence.* SpringerPlus (3) 334.

Didion, J., Kozy, M., Koffel, C., and Oneail, K. (2013). Academic/Clinical partnerships and collaboration in quality and safety education. *Journal of Professional Nursing* 29 (2), 88-94.
Didion, J. (2011). Featured quotes in the *Daybook for Nurse Educators.* Published by Katherine Pakieser-Reed, PhD, RN.

Didion, J. (2007). *Adolescent Male Involvement in Pregnancy Prevention: Deliberate Action to protect Future Goals.* Dissertation: ProQuest: Ann Arbor.

Didion, J. and Gatzke, H. (2004). The Baby Think It Over™ experience to prevent teen pregnancy: A post-intervention evaluation. *Public Health Nursing* 21(4), 331-337.

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Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
Courses taught at a Different University Nursing Capstone Health Policy Health Care Finance Nursing Practicum	NRS 999 Dissertation NRS 9XXX Seminar Health Care Quality NRS 8221 Health Systems, Policy and Regulation

Faculty Name Karen Dunn Title Professor School of Nursing	Office 3041 HHB	Office Phone 248-364-8746 Office Email kdunn@oakland.edu
Degrees-School-Year PhD in Nursing-Wayne State University – 2001 MSN - Valdosta State University - 1997 BSN - Wayne State University - 1982	**Research Interest** • Quality and Safety of Aging Populations • Aging (Spirituality, Stress, Coping, Chronic Pain, Chronicity, End-of-Life Care) • Holistic Self-Care Practices	

Grants Awarded

Riley-Doucet, C.K., & Dunn, K.S. (2010). Comparative Analysis of Two Musical Genres Within a Multisensory Environmental Intervention. Grant funded from Oakland University, School of Nursing, Justine Speer's Gerontological Research Fund for $5, 000.

Dunn, K.S. (2007). Discourse in Volunteering. Grant funded from Oakland University, School of Nursing, Justine Speer's Gerontological Research Fund for $5,000.

Dunn, K. S. (2005). Spiritual Well-being in American Geriatrics. Grant funded from Theta Psi Chapter, Sigma Theta Tau International, Honor Society of Nursing for $1000.

Most Recent Publications (limit to 6)

Dunn, K. S., & Riley-Doucet, C. K. (2013). Comparative analysis of two musical genres within a multi-sensory environmental intervention. *Journal of Holistic Nursing, 31*, 62-70.

Voshall, B., Dunn, K. S., & Schelstak, D. (2012). Knowledge and attitudes of pain management among nursing faculty. *Pain Management Nursing,* Online publication. doi:10.1016/j.pmn.2012.02.001

Chirco, N., Dunn, K. S., & Robinson, S. G. (2011). The trajectory of terminal delirium at the

end-of-life. *Journal of Hospice and Palliative Care Nursing,* 13, 411-418.doi: 10.1097/NJH.Ob013e3182271a6c

Parker, B. & Dunn, K. S. (2011). The Continued Lived Experience of the Unexpected Death of a Child. *Omega: Journal of Death and Dying,* 63, 221-233.

Keilman, L. J., & Dunn, K. S. (2010). Knowledge, Perceptions, and Attitudes of Advanced Practice Nurses Regarding Urinary Incontinence in Older Adult Women. *Research and Theory for Nursing Practice: An International Journal,* 24, 260-279.

Britz, J. & Dunn, K. S. (2010). Self-Care and Quality among Patients with Heart Failure. *Journal of the American Academy of Nurse Practitioners,* 22, 480-487. doi: 10.1111/j.1745-7599.2010.00538.x

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NRS 800 Advanced Nursing Theory	NRS 9XXX Philosophic Foundations of Advanced Theory Development
	NRS 9XXX Seminar: Health Care Quality
	NRS 9XXX Qualitative Research Methods
	NRS 9XXX Health Economics
	NRS 9XXX Mentored Research Experience

Faculty Name Judith M. Fouladbakhsh

Title Associate Professor

School of Nursing

Office 2008 HHB

Office Phone
248-364-8731

Office Email
jmfoulad@oakland.edu

Degrees-School-Year

PhD in Nursing-Michigan State University, 2006

MSN – State University of New York at Buffalo, 1975

Research Interests

- Complementary and integrative therapies for health promotion and symptom management among individuals with cancer and other chronic illnesses.

- Yoga for breathing and Quality of Life of lung cancer patients.

Research Grants Awarded

2013 – 2016   Principal Investigator. *A Pilot Study of Yoga for Breathing and Quality of Life of Lung Cancer Patients.*
NIH/NCI Notice of Award (R15) – April 1, 2013-2016 Budget (direct funds) $319,079.00

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2012-2013	<u>Principal Investigator</u>. *A Pilot Study of Self and Parent-administered Reflexology for Adolescents with Recurrent Headaches.* Funded by the Ada Jacox Pain and Symptom Management Research Award, Wayne State University, College of Nursing ($5,000).
2011-2013	<u>Principal Investigator</u>. *A Pilot Study of Yoga for Breathing and Quality of Life of Lung Cancer Patients.* Submitted to NCI (R15); Resubmission Impact Priority Score 10/24/12: 19
2009-2010	<u>Principal Investigator</u>. *A Pilot Study of Gentle Yoga for Lung Cancer Patients.* Funded by the American Holistic Nurses Association Research Award and Sigma Theta Tau Research Award ($4,000)
2008-2009	<u>Principal Investigator</u>. *Patterns and Predictors of Complementary and Alternative Medicine Use in a Cancer Population: A Secondary Analysis of the 2007 National Health Interview Survey.* Funded by Wayne State University Research Award ($10,000) and Harriet Werley Research Award ($2,000).
2007-2009	<u>Principal Investigator</u>. *Gender, Symptom Experience and CAM Practices Among Cancer Survivors.* <u>Research Funding</u>: Oncology Nursing Society Foundation. ($9,698).
2006-2007	<u>Principal Investigator</u>: *Patterns & Predictors of Complementary and Alternative Therapy Use in the U.S. Cancer Population: A Secondary Analysis of the 2002 NHIS.* Funded by Sigma Theta Tau, Lambda Chapter; Blue Cross Blue Shield Foundation of Michigan; Oncology Nursing Society Foundation; Michigan State University ($22,877).
2004-2006	<u>Principal Investigator</u>. *Pain anagement Outcomes of H ling Touch Interventions.* Funded by H aling Touch International Fo ndation ($2,500).
2003-2004	<u>Principal Investigator</u>. *Self-treatment of Pain by Adolescents.* Funded by the American Society of Pain Management Nurses. ($3,000).
2001-2002	<u>Co-Principal Investigator</u>. *N n-drug Interventions for the Self-Treatment of Pain: Pilot Stu .* A. Vallerand (PI). Funded by Wayne State University, College of ursing Summer Research Initiative. ($10,000).
2001-2002	<u>Co-Principal Investigator</u>. *Se f-Treatment of Pain in a Rural Community: A Canadian Cohort.* C. Riley Doucet (PI). Funded by Sigma Theta Tau. ($3,000)
2000-2001	<u>Co-Principal Investigator</u>. *Self-Treatment on Pain in a Rural Community.* A. Vallerand (PI). Funded by Wayne State University, College of Nursing Summer Research Initiative. ($10,000).

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Most Recent Publications (limit to 6)

Fouladbakhsh, J.M., & Szczesny, S.M. (2014). Integrative nursing in community health. In M. J. Kreitzer & M. Koithan (Eds.), *Integrative Nursing.* Weil Integrative Medicine Library. Oxford Press Publisher.

Fouladbakhsh, J. M., Davis, J. A. & Yarandi, H. (2014). A pilot study of the feasibility and outcomes of yoga for lung cancer survivors. *Oncology Nursing Forum.*

Fouladbakhsh, J. M., Szczesny, S., Kowalewski, K., & Blair, D. (2013). Honoring the spirit of research within: The Yoga & More (CAM) Research Group. *Journal of Nursing Education & Practice.*

Fouladbakhsh, J. M. (2012). Complementary and alternative modalities to relieve osteoarthritis symptoms. *American Journal of Nursing, State of the Science: Prevention and Management of Osteoarthritis, 112(3 Suppl.), S44-S51.*

Fouladbakhsh, J. M., Balneaves, L. & Jenuwine, L. (2013). Understanding CAM natural health products: Implications of use among cancer patients and survivors. *Journal of the Advanced Practitioner in Oncology, 4(5),* 289-306.

Fouladbakhsh, J. M., Davis, J. A. & Yarandi, H. (2013). Using a standardized Viniyoga protocol for lung cancer survivors: a pilot study examining effects on breathing ease. *Journal of Complementary & Integrative Medicine. 10(*1), 1-13.

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
Wayne State University, College of Nursing	NRS 9XXX Philosophic Foundations of Advanced Theory Development
NUR 7105 Theoretical Foundations of Advanced Nursing Practice	NRS 9XXX Seminar: Advancement of Health Outcomes
NUR 7865 Foundations of Complementary and Alternative Medicine (CAM): Use in Professional Nursing Practice, Clinical Intervention I	NRS 9XXX Quantitative Research Methods
	NRS 9XXX Advanced Health Care Statistics
	NRS 8XXX Grant Writing
NUR 7870 Understanding the Evidence: Complementary Therapy Research	NRS 9XXX Mentored Research Experience
NUR 7875 Foundations of Complementary and Alternative Medicine (CAM): Use in Professional Nursing Practice, Clinical Intervention II	

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Faculty Name: Margaret M Glembocki Title: Assistant Professor School of Nursing	Office: 3052 Human Health Bld 2200 N. Squirrel Rd Rochester, Mi 48309	Office Phone: 248.364.8759 Office Email: mmglembo@oakland.edu

Degrees-School-Year	Research Interest:
DNP, Oakland University, 2009 MSN, Wayne State University, 2005 BSN, Madonna University, 1999	Professional Nursing Practice Critical Care and Forensic Nursing Practice

Grants Awarded

Most Recent Publications (limit to 6)

Glembocki, M. M. & Shuiling, K. D. (2016). Intimate partner violence. In Schuiling, K. (Eds.), Women's gynecologic health (3rd ed.). Burlington, MA: Jones & Bartlett.

Glembocki, M. M. (2015). Nursing Knowledge Development and Professional Nursing Practice. In Fitzpartrick, J. J. & Whall, A. (Eds.), Conceptual models of nursing: Global perspectives (5th ed.). Prentice Hall.

Glembocki, M. M. & Fitzpatrick, J. J. (Eds.). (2013). Advancing professional nursing practice: Relationship based care and the ANA professional standards of practice. Minneapolis, MN: Creative Healthcare Management.

Nair, D. M., Fitzpatrick, J. J., Click, E. R., McNulty, R., & Glembocki, M. M. (2011). Frequency of nurse-physician collaborative behaviors in an acute care hospital. The Journal of Interprofessional Care.

Glembocki, M. M., & Dunn, K. S. (2010). Building an organizational culture of caring: caring perceptions enhanced with education. The Journal of Continuing Education in Nursing, 41(12), 565-570.

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NRS 841 NRS 842 NRS 899	

Oakland University

Graduate Council

Faculty Name Mary Golinski	Office 3020 HHB	Office Phone
Title Assistant Professor		248-364-8776
School of Nursing		Office Email golinski@oakland.edu

Degrees-School-Year	Research Interest:
PhD in Education Evaluation and Research - Wayne State University - 2002 MS in Nurse Anesthesiology - U of D Mercy - 1991 BSN - Wayne State University – 1988 AON - Henry Ford Hospital - 1983	• Quality and Safety in Nurse Anesthesia Care • Health Outcomes of Nurse Anesthesia Care

Grants Awarded

2012: (grant awarded from Johnson Foundation in collaboration with MD Anesthesiologist from University of Michigan) 20,000.00

Research for this grant is pending HIC approval, title of research: The influence of provider experience on the forces exerted on pharyngeal structures during laryngoscopy.

Most Recent Publications (limit to 6)

Contributing Editor-Faculty Mentor: *International Student Journal of Nurse Anesthesia,* Volume 10 Number 3, Fall 2011: Glossal Tumor Debulking and Hemophilia

Contributing Editor, Anesthesia Abstracts -monthly publications (An on-line journal @ www.anesthesiaabstracts.com)

Natavio, E., Golinski, M., and Neff, K. (2003). Abstract. Ketorolac versus Ibuprofen: An assessment of post-operative pain scores following gynecologic laparoscopy procedures. *Journal of the American Association of Nurse Anesthetists,* 71(5).

Golinski, M. (1998-Summer). Understanding conscious sedation in the operating room. *Plastic Surgical Nursing,* 18(2), 90-94.

Golinski, M. (1996). Myasthenia Gravis: A comprehensive review for the anesthetist. *Capsules and Comments in Nurse Anesthesia,* 1(2), 70-75.

Golinski, M. (1995-Spring). Malignant Hyperthermia: A review. *Plastic Surgical Nursing,* 15(1), 30-33.

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
Taught graduate courses at WSU and OU.	NRS 6XXX Graduate Research Practicum
WSU: Principles of anesthesia, professional aspects, research methods, pharmacology	NRS 5312 Theory and Translational Research for Advanced Nursing Practice

Oakland University

Graduate Council

OU: NRS 531, professional issues, and nurse anesthesia core clinical courses	NRS 8241 Nursing and Healthcare Informatics Leadership
	NRS 9XXX Quantitative Research Methods

Faculty Name Claudia Grobbel	Office	Office Phone
Title Associate Professor	3038 Human Health Building	248 364-8722
School of Nursing		**Office Email** cgrobbel@comcast.net

Degrees -School -Year	Research Interest
DNP Oakland University 2009 MSN Oakland University 1997 BSN Wayne State University 2987	**Quality and Safety** **Caring practice**

Grants Awarded

Grobbel, C. , Hanna, D. & Penprase, B. (2015) *Capturing point of care patienVprovider interactions using wristband technology in identifying best practice in providing patient centered care.* $300,000. Patient Centered Outcomes Research Institute. Proposal letter of intent submitted. Not accepted. (65% design, writing and submission).

Grobbel, C., Hanna, D. & Penprase, B. (2015). *A novel approach to determining the relationship between quality outcomes, caring behaviors and patient perceptions using a new technology.* **$250,000.** Patient Centered Outcomes Research Institute. Proposal letter of Intent submitted. Not accepted. (60% design, writing and submission)

Grobbel, C., Penprase, B., & Hanna, D. (2015). *Using high fidelity simulation to improve competencies in leadership, quality care and caring practices for undergraduate nursing students: A pilot project,* Next Steps Solutions, in kind gift of electronic health record computer software, value **$15,000.** (50 % contribution)

Grobbel, C., Penprase, B., & Hanna, D. (2015). *Using high fidelity simulation to improve competencies in leadership, quality care and caring practices for undergraduate nursing students: A pilot project,* Oakland University Faculty Research Grant, Awarded **$1200.** (80% contribution)

Grobbel, C. (2014). *Oakland University Credit Union Student Dean's Choice Grant* Sigma Theta Tau, Theta Psi chapter at Oakland University Research Day. **$2500** awarded to support student research. (100% contribution in writing, submitting and implementing).

Most Recent Publications (limit to 6)

Grobbel, C., Piscotty, R., Holka, K., Poly-Droulard, L., & Binge, A. (2017). An assessment of

personal, professional and leadership values of nursing students: Defining a path towards becoming a caring professional. *International Journal of Human Caring* (65% contribution to writing and revisions).

Jackson, S., Penprase, B. & **Grobbel, C.** (2015). Factors influencing registered nurses' decision to activate an adult rapid response team in a community hospital. *Dimensions of Critical Care.* (10% contributions to reviewing and revisions).

Grobbel, C. (2015). An unspoken prayer. *Journal of Art and Aesthetics in Nursing and Health Care.* (100% writing).

Harmon, L. **Grobbel, C.** & Palleschi, M. (accepted, 2015). Does the use of turn teams reduce the incidence of pressure ulcers? *Journal of Wound, Ostomy and Incontinence.* (40% contribution to writing and revisions).

Grobbel, C., Penprase, B., & Vanwagoner, K. (2015). Bridging the quality and nursing care gap: Innovative clinical and academic partnerships using the relationship based care framework. *Nurse Leader.* (65% contribution to writing and revisions).

Grobbel, C. Rowe, L., (2014). Exploring pre-nursing students' perceptions of caring and nursing: A phenomenological study. *International Journal of Human Caring.* (80% contribution to conducting study, writing and revisions).

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NUR 820 Healthcare Leadership **NUR 810 Health Policy**	NRS 6XXX Graduate Research Practicum NRS 8241 Nursing and Healthcare Informatics Leadership NRS 8221 Health Care Policy

Faculty Name Margaret A. Harris	Office 3040 HHB	Office Phone
Title Associate Professor		248-364-8762
School of Nursing		Office Email harris23@oakland.edu

Degrees-School-Year	Research Interest
PhD in Nursing - Wayne State University - 2004 BSN - University of Michigan - 1987	• Quality and Safety Related to Technology (Simulation; Online Learning; Gaming) • Nurses use of Barcode Medication Administration

Grants Awarded

Funding for Pilot Research, School of Nursing, Oakland University (2014). Understanding Nurse Workarounds with Bar Code Medication Administration Systems. Harris, M. A. Funded $3,130.

Faculty Development Program, School of Nursing, Oakland University (2014). Understanding Nurse Workarounds with Bar Code Medication Administration Systems. Harris, M. A. Funded $10,625.

Health Information Technology Scholar (HITS) Program. (2011). Development of Simulation-based Clinical Competencies. Harris, M. & Pittiglio, L. Funded.

Collaborative Research Award, School of Health Sciences/School of Nursing. (2011). "Drum Majors" Needs Assessment: A Child Obesity Prevention Initiative iFacn the Faith-based Communities of Detroit. Lucarelli, J., Wren, P., Dalla, F., Hew, T., Jackson, F., Harris, M. & Woodson, R. Funded $6,000.

Faculty Research Award, University Research Committee, Oakland University (2009). Simulation: A Medication Administration Teaching Innovation. Harris, M., Pittiglio, L., Newton, S. & Moore, G. Funded $1,200.

e-Learning Online Course Stipend, Oakland University (2009). NRS 228, Pediatric Pathophysiology Online Course Stipend from OU e-Learning. Harris, M., Pittiglio, L. & Jackson, F. Funded, $750.

Course Enhancement Funding, Senior Associate Provost Office for Undergraduate Education, Oakland University (2008). Diabetes Across the Life Span. Harris, M., Pittiglio, L. & Baker, D. Funded $1250.

Board of Visitors, School of Nursing, Oakland University (2007). VI-MED: Virtual hospital environment for nursing education. Harris, M. & Pittiglio, L. Funded, $6.000.

Faculty Research Fellowship, University Research Committee, Oakland University (2007). Pediatric simulation in nursing education: A pilot study. Harris, M. Funded, $8,500.

Most Recent Publications (limit to 6)

Harris, M. A. (2106). Nurse Workarounds. In J. J. Fitzpatrick & G. McCarthy (Eds.), *Nursing concept analysis: Applications to research and practice* (259-266). New York: Springer Publishing Company.

Harris, M. A. (2015). Simulation: Interprofessional. In M. J. Smith, R. Carpenter, & J. J. Fitzpatrick (Eds.), *Encyclopedia of nursing education* (337-340). New York: Springer Publishing Company.

Harris, M. A. (2015). Simulation: Patient Safety. In M. J. Smith, R. Carpenter, & J. J. Fitzpatrick (Eds.), *Encyclopedia of nursing education* (342-345). New York: Springer Publishing Company.

Harris, M., Pittiglio, L., Newton, S. E., & Moore, G. (2014). Using Simulation to Improve Medication Administration Skills of Undergraduate Nursing Students. *Nursing Education Perspectives.* 36(1):26-29.

Fenske, C. Harris, M. Aebersold, M. & Hartman, L. (2013). Perception versus reality: A comparative study of the clinical judgement skills of nurses during a simulated activity. *Journal of continuing education in nursing.* 44(9):399-405.

Newton, S. E., Harris, M., & Pittiglio, L. (2013). Constructivist philosophy and nursing student medication calculations. Research & Theory for Nursing Practice.

Graduate Courses Taught (relevant to new | Prospective Graduate Courses (relevant to new

Graduate Council

degree)	degree)
NRS 500 Theoretical Foundations of Nursing	NRS 8241 Nursing and Health Care Informatics Leadership
NRS 521 Diversity and Social Issues	NRS 9XXX Advanced Health Care Statistics
NRS 531 Research Topics in Advanced Nursing	NRS 9XXX Measurement and Design/Big Data
NRS 595 Statistics in Advanced Nursing	NRS 9XXX Quantitative Research Methods
NRS 830 Health Care Informatics	NRS 9XXX Seminar: Health Care Quality
NRS 890 Advanced Nursing Research Methods (Guest Lectured Winter 2012)	NRS 9XXX Mentored Research Experience

Faculty Name Deana Hays **Title** Assistant Professor School of Nursing	**Office** 4087 HHB	**Office Phone** 348-364-6765 **Office Email** hays@oakland.edu
Degrees-School-Year Doctorate of Nursing Practice Oakland University 2013 Master of Science in Nursing: Family Nurse Practitioner Oakland University 2000 Bachelor of Science in Nursing Valparaiso University 1996	**Research Interest** Transitional Care Healthcare Delivery Models Women and Cardiovascular Disease	
Grants Awarded		
Most Recent Publications (limit to 6) Penprase, B., & Hays, D. (2015). A profile for frequent emergency department users: determining a baseline for targeting interventions. American Research Journal of Nursing.		

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Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
Organization and Systems Leadership	NRS 6XXX Graduate Research Practicum
	NRS 8241 Nursing and Health Care Informatics Leadership
	NRS 9XXX Health Economics

Faculty Name Joanna Hernandez	Office 3046 HHB	Office Phone
Title Assistant Professor		248-364-8707
School of Nursing		**Office Email** jhernandez@oakland.edu

Degrees-School-Year	Research Interest
DNP, Wayne State University, 2015	Nursing education
BSN, Oakland University, 2012	Myocardial Infarction
ADN, Macomb Community College, 2009	

Grants Awarded

Hernandez, J. & Rodriguez, J. (co-PI). (2017). *Improving Critical Thinking and Self-Efficacy in Second Degree Undergraduate Nursing Students.* Grant funded by **Oakland University: Center for Excellence in Teaching and Learning** for $3,000.

Hernandez, J. (PI). (2015). Implementation and Evaluation of an Online ST-Segment Myocardial Infarction Education Program for Emergency Department Nurses. Grant funded by **Blue Cross Blue Shield of Michigan Student Award Program** for $3,000.

Most Recent Publications (limit to 6)

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
	NRS 5312 Theory and Translational Research for Advanced Nursing Practice
	NRS 8241 Nursing and Health Care Informatics Leadership
	NRS 6XXX Graduate Research Practicum

Oakland University
Graduate Council

Faculty Name: Cheryl Jusela	Office: 2016 HHB	Office Phone:
Title: Assistant Professor		(248) 364-8769
School of Nursing		Office Email:
		cjusela@oakland.edu

Degrees-School-Year	Research Interest:
DNP, University of Michigan, 2015 MSN, Michigan State University, 2007 BSN, Oakland University, 2002 BS Psychology, Wayne State University, 1992	Transitional care; SNF; Patient and family/caregiver engagement, and leadership

Grants Awarded

2/2016 from Center for Frail and Vulnerable Elders and CIC Collaborative $10,000

Most Recent Publications (limit to 6)

Jusela, C., Struble, L., Gallagher, N. A., Redman, R. W., & Ziemba, R. A. (2017). Communication between acute care hospitals and skilled nursing facilities during care transitions. *Journal of Gerontological Nursing,* 43(3), 19-28. doi:10.3928/00989134-20161109-03

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
N527 (Promoting Optimal Models and Systems for Healthcare Delivery).	NRS 5312 Theory and Translational Research for Advanced Nursing Practice
	NRS 8241 Nursing and Health Care Informatics Leadership
	NRS 6XXX Graduate Research Practicum

Faculty Name: Zorica Kauric-Klein	Office: 2033 HHB	Office Phone: 248-364-8745
Title: Associate Professor		Office Email:
School of Nursing		zkauricklein@oakland.edu

Degrees-School-Year	Research Interest:
PhD Nursing, College of Nursing, Wayne State University, 2011	Chronic Kidney Disease/Hypertension/Hemodialysis Interventions to decrease Cardiovascular Risk

Oakland University

Graduate Council

| MSN College of Nursing, Wayne State University, Detroit, Michigan, **Adult Nurse Practitioner Program, 1996**

BSN - University of Windsor
Windsor, Ontario, 1990 | Interventions to promote behavior change |

Grants Awarded

March 2008 - June 2010, Principal Investigator - American Nephrology Nurse's Association (ANNA) Evidenced Based Practice Grant for dissertation research -Improving BP Control in End-Stage Renal Disease, Award Amount: $5000.

Sept 2005 – Sept 2006, Principal Investigator - Blue Cross Blue Shield Foundation of Michigan Student Award Program, Pilot Project - Improving Blood Pressure Control in End -Stage Renal Disease, Award Amount -$2,500.

Most Recent Publications (limit to 6)

Kauric-Klein, Z., Peters, R. M. & Yarandi, H. N. (2016).Self-efficacy and blood pressure self -care behavior in patients on chronic hemodialysis. *Western Journal of Nursing,* 1-20. doi: 10.1177/019394591

Kauric-Klein, Z. (2015). Understanding Hypertension in Patients on Hemodialysis. *Nephrology Nursing Journal,* 42(1), 69.

Kauric-Klein, Z. (2013). Predictors of nonadherence with blood pressure regimens in hemodialysis. *Patient preference and adherence,* 7, 973.

Kauric-Klein, Z. (2013). Factors affecting blood pressure control in hemodialysis. *Journal of Hypertension,* 2(2), 1-4.

Kauric-Klein, Z. (2012). Blood pressure knowledge in hypertensive hemodialysis patients. *Canadian Association of Nephrology Nurses and Technologists Journal,* 22(4), 18-22.

Kauric-Klein, Z. (2012). Calciphylaxis: A case study. *Nephrology Nursing Journal: Journal of the American Nephrology Nurses' Association,* 39(5), 406-408.

Kauric-Klein, Z. (2012). Improving Blood Pressure Control Through a Supportive Educative Nursing Intervention. *Nephrology Nursing Journal: Journal of the American Nephrology Nurses' Association,* 39 (3), 217-228

Graduate Courses Taught (relevant to new degree)	**Prospective Graduate Courses (relevant to new degree)**
	NRS 5302 - Statistics in Advanced Nursing Practice

Oakland University

Graduate Council

	NRS 9XXX Philosophic Foundations of Advanced Theory Development NRS 9XXX Seminar: Advancement of Health Outcomes NRS 9XXX Mentored Research Experience

Faculty Name Suha Kridli Title Professor School of Nursing	Office 2004 HHB	Office Phone 248-364-8773 Office Email kridli@oakland.edu
Degrees-School-Year PhD in Nursing - University of Missouri - 1997 MSN - University of Missouri - 1994	**Research Interest** • Global Health (beliefs and practices of middle eastern/Arab/ Muslim women) Health Outcomes in Childhood Obesity	

Grants Awarded

Kridli, S., and Jaber L. (2014). Improving Health Behaviors of Arab American Youth. (Funded $72,921.00). Blue Cross Blue Shield of Michigan Foundation.

Kridli, S., Jaber, L., Herman, W., and Brown, M. (June, 2000). The epidemiology of Diabetes and its risk factors among Arab/Chaldean Americans. (Funded $2000). Novo Nordisk Pharmaceutical Inc.

Kridli, S., Jaber, L., Herman, W., and Brown, M. (June, 2000). The epidemiology of Diabetes and its risk factors among Arab/Chaldean Americans. (Funded $146, 535). Blue Cross Blue Shield of Michigan Foundation.

Kridli, S. (November, 1999). Jordanian women's intentions to use oral contraceptives (Funded $1000). Oakland University.

Kulwicki, A., and Kridli, S. (May, 1999). Health Perceptions of Arab Muslim, Christian, Chaldean and Armenian women in the Metropolitan Area of Detroit (Funded $8000). Oakland University. School of Nursing.

Most Recent Publications (limit to 6)

Fisher, K. & Kridli, S. (2013).The Role of Motivation and Self-Efficacy on the Performance of Health Promotion Behaviors in the Overweight or Obese Middle-Aged American Female. *International Journal of Nursing Practice.* Accepted. in press

Bauce, K, Kridli, S., & Fitzpatrick (2013). Cultural Competence and Psychological

Empowerment Among Acute Care Nurses. *Online Journal of Cultural Competence in Nursing and Healthcare.* Accepted.

Kridli, S., Ilori, O. & Verriest, H (2013). Health Beliefs and Practice of Qatari Women: Pregnancy and childbirth. *Journal of Nursing Education and Practice,* 3(2), 1-10.

Kridli, S., Ilori, O. & Gaeth, J. (2012). Health Beliefs and Practice of Qatari Women: A Qualitative Study. *Avicenna, 1, 1-23.*

Rhodes, D., Kridli, S., & Penprase, B. (2011). Understanding Overweight Adolescents Using the Theory of Planned Behavior. *International Journal of Nursing Practice, 17(6),* 562-570.

Kridli, S., Kondziolka, V., & Burkland, K. (2011). Community and School Based Childhood Obesity Prevention Programs: A Literature Review. *Dirasat,* 38(1), 85-99.

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NRS 531 NRS 515	NRS 5312 Theory and Translational Research for Advanced Nursing Practice NRS 8XXX Grant Writing NRS 8241 Nursing and Healthcare Informatics Leadership NRS 9XXX Seminar: Advancement of Health Outcomes NRS 9XXX Mentored Research Experience

Faculty Name Julie Kruse Title Associate Professor School of Nursing	Office 2003 Human Health Building	Office Phone **248-364-8719** Office Email juliekruse@oakland.edu
Degrees -School -Year *Doctorate of Philosophy in Nursing,* The University of Michigan, Ann Arbor, MI December, 2012 *Certificate in Nursing Education,* The University of Michigan, Ann Arbor, MI April, 2011 *Master's of Science in Community Care Nursing,* The University of Michigan, Ann Arbor, MI, December, 2005 *Certificate in International Health and Social*	**Research Interest** • Assessment and evaluation of student learning • Community care/public health nursing • International health and social development • Postpartum depression • Structural equation modelling • Student success and retention • Survey/instrument development • The impact of sense of belonging on vulnerable populations	

Development, **The University of Michigan,** Ann Arbor, MI, December, 2005 *Bachelor of Science in Nursing,* **Lourdes College,** Sylvania, OH, May, 1999 *Nursing Diploma,* **St. Vincent School of Nursing,** Toledo, OH, December, 1995	

Grants Awarded

Primary Investigator: HRSA Nursing Workforce Diversity Grant Proposal: (under review) for $1,876,443. Grant # 12286756

Primary Investigator: *Lourdes University Faculty Scholarship Fellowship:* (Funded January 2016) for $3,000.

Primary Investigator: *HRSA Nursing Workforce Diversity Grant Proposal:* (Funded July 2015) for $648,294. Grant #D19HP28486

Primary Investigator: *Sigma Theta Tau Grant Zeta Theta Chapter Alice-Manion Research Grant Award:* (Funded May 2015) for $1,000.

Primary Investigator: *Lourdes University Faculty Scholarship Fellowship:* (Funded May 2014) for $3,000.

Primary Investigator: *HRSA Nursing Workforce Diversity Grant Proposal:* (Funding denied- July 2014) for $999,644.00.

Primary Investigator: *HRSA Nursing Workforce Diversity Grant Proposal:* (Funding Denied- July 2013) for $1,048,586.00.

Co-Author: *HRSA Nursing Workforce Diversity Grant Proposal:* (Funded- July 2010-June 2013) for $1,519, 148.

Primary Investigator: *National Institutes of Health (NIH): National Research Service Award (NRSA):* (Funding denied- August 2010) for $95,553.

Co-Author: *Service-Linked Education Partnership: Expanding MSN Enrollment and Enhancing Evidence Based Practice:* (Funded 2009-2011) for $193,265, Ohio Board of Nurse Education Grant Program.

Contributing Author: *Advanced Education in Nursing Traineeship Grant:* (Funded 2010-2013) for $1.3 million, HRSA.

Co-Author: *Career Ladders for LPN and CNA to BSN:* (Funded July 2007- June 2010) for $950,000 over three years. This was a competing continuation proposal submitted to HRSA for a small Northwest Ohio college to continue their current project for an additional three years.

Most Recent Publications (limit to 6)

Kruse, J. A., Williams, R. A., & Mood, D. (2017). Exploratory Factor Analysis of the Strength of Cultural Affiliation Scale. *Cancer Nursing,* 40(1), E28-E35. doi: 10.1097/NCC.0000000000000346.

Kruse, J. A., & Perzynski, K. (2016). (under review). AORN Congress: A Positive Impact on Student Professionalism, Sense of Belonging, & Commitment to the Profession. *AORN Journal.*

Kruse, J. A., Hagerty, B. M., Byers, W. S., Gatien, G., & Williams, R. A. (2014). Considering a relational model for depression in Navy recruits. *Military Medicine,* 179(11), 1293-1300.

Kruse, J. A., Williams, R. A., & Seng, J. S. (2014). Considering a Relational Model for Depression in Women with Postpartum Depression. *International Journal of Childbirth,* 4(3), 151-168.

Oakland University

Graduate Council

Kruse, J. A., Didion, J., & Perzynski, K. (2014). Utilizing the Intercultural Development Inventory to develop intercultural competence. *SpringerP/us, 3,* 334, 1-8.   Kruse, J. A., Kane-Low, L., & Seng, J. S. (2013). Validation of alternative indicators of social support in perinatal outcomes research using quality of the partner relationship. *Journal of Advanced Nursing,* 69(7), 1562-1573.

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
	NRS 5302 - Statistics in Advanced Nursing Practice NRS 8XXX Grant Writing NRS 9XXX Seminar: Health Care Quality NRS 9XXX Measurement and Design/Big Data NRS 9XXX Mentored Research Experience

Faculty Name Anne Mitchell (nee Gieleghem) Title Associate Professor **School of Nursing**	Office HHB 3037	**Office Phone** 248-364-8709 **Office Email** mitchell@oakland.edu
Degrees-School-Year PhD in Nursing-Wayne State University-1990 MSN in Nurse Midwifery - University of Minnesota-1988 MSN-Wayne State University-1981 BSN-Mercy College of Detroit-1971	**Research Interest** • Health Outcomes Maternal in Child Nursing (Breastfeeding, Obesity & Postpartum Depression) • Therapeutic Applications of Umbilical Cord Stem Cells	
Grants Awarded Chaudhry, R. & Mitchell, A.M. Collection and Characterization of Umbilical Cord Blood Stem Cells. Multidisciplinary Research Award Funded $20,000. 2001 Board of Visitor's Grant, Oakland University $ 3,000 Principal Investigator with M. Mittelstaedt, D. Schott-Baer for the study of postpartum depression using the Postpartum Depression Screening Scale (POSS) developed by Cheryl Beck.2005		

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Invitro Fertilization of Michigan, Troy MI $10,000 Co Investigator with M. Mittelstaedt to collaborate on joint research efforts. The grant of through Searle Laboratories sponsored a descriptive study on the advanced practice role of reproductive technology practitioners (ARP).

Most Recent Publications (limit to 6)

Mitchell, A. (2015). Evaluation: Clinical competencies. In M. J. Smith, R. Carpenter, & J. J. Fitzpatrick (Eds.), *Encyclopedia of nursing education.* New York: Springer Publishing.

Mitchell, A. (2015). Clinical Scenarios. In M. J. Smith, R. Carpenter, & J. J. Fitzpatrick (Eds.), *Encyclopedia of nursing education.* New York: Springer Publishing.

McKee, C., Lucier, C., Dinda, S., Chavez, F., Mitchell, A., Shanley, C., Preze-Cruet, M. and Chaudhry, G.R. (2012). Stem Cell Research: Promise and Potential. Oakland Journal No. 23 46-57.

King, T., & Mitchell, A., & (2011) Anti-infective In: Principle and practice of pharmacology in women's health.

Meitzner, M.C., Skurnowicz, J.A. Mitchell, A.M. (2007) A literature review of anesthetic practice for carotid endarterectomy surgery based on cost, hemodynamic stability, and neurological status. *American Association of Nurse Anesthetists.* Vol. 75 (3)

Mitchell, A.M., Mittelstaedt, M.E., Schott-Baer, D. (2006) Telephone screening for postpartum depression: Is it a reliable option? *Maternal Child Nursing* 31 (6)

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NRS 500 Nursing Theory NRS 531 Nursing Research NRS 610 Health Care Policy and Finance NRS 613 Advanced Health Assessment NRS 687 Graduate Research Project NRS 899 DNP Final Project	NRS 9XXX Seminar: Advancement of Health Outcomes NRS 9XXX Quantitative Research Methods NRS 9XXX Mentored Research Experience

Faculty Name Gary Moore Title Associate Dean and Associate Professor School of Nursing	Office 3001 HHB	Office Phone 248-364-8787 Office Email moore@oakland.edu
Degrees-School-Year PhD - Wayne State University - 1981 MSN - Wayne State University - 1978 BSN - Wayne State University - 1976 AON - Grace Hospital School of Nursing - 1973	**Research Interest** • Quality and Safety in Nursing Education • Global Health	

Grants Awarded

Mikaila, R., Rice, C., & Moore, G. **Examination of the psychometric characteristics of a Lithuanian Translation of the Zung Depression Inventory (SOS).** Grant from the Eli Lilli Company, 1996-1997. ($5000.00)

Moore, G., & Cass P. **Oakland University Teaching and Learning Grant,** 1987-1988. ($519.00)

Zenas, C., & Moore, G. **Nurses affective reactions to work.** Grant from Lambda Chapter, Sigma Theta Tau, Wayne State University, November 1986 ($350)

Moore, G. **Development of a Fact Sheet on Baccalaureate and Higher Degree Nursing in Michigan.** Grant from the Michigan Association of Colleges of Nursing, 1986 ($1,000).

Moore, G. **Michigan nurses' perceptions of collective bargaining activities.** Grant from Lambda Chapter, Sigma Theta Tau, Wayne State University, 1984-1985. ($789.00)

Moore, G., Wilson, D., Boulos, N., & Cass, P. **Consultant to evaluate the development of a Master of Science in Nursing Program.** Oakland University Teaching and Learning Grant, 1984-1985. ($500.00)

Moore, G., Cass, P., & Jackson, F. **Effective Utilization of a learning resource center.** Oakland University Teaching and Learning Grant, 1983-1984. ($560.00)

Moore, G., & Barnfather, J. **A computer program to improve access and utilization of evaluation data.** Oakland University Teaching and Learning Grant, 1982-1983. ($500.00)

Most Recent Publications (limit to 6)

Newton, S. E., & Moore, G. (in review). *Baccalaureate nursing student critical thinking: A cause for concern?* Manuscript submitted for publication.

Newton, S. E., & Moore, G. (in press). Nursing students' reading and English aptitudes and their relationship to discipline-specific formal writing ability: A descriptive-correlational study. *Nursing Education Perspectives,* 31(4), 221-225.

Harris, M., Pittiglio, L., Newton, S. E., & Moore, G. (2014). Using Simulation to Improve Medication Administration Skills of Undergraduate Nursing Students. *Nursing Education Perspectives.*

Newton, S. E., Moore, G. Harris, M., & Pittiglio, L. (2010). The effect of context on nursing student math aptitude. *Journal of Professional Nursing.*

Newton, S. E., & Moore, G. (2009). Ethnic minority baccalaureate nursing student academic dismissal: A description of the antecedent academic characteristics. *JNBNA: Journal of National Black Nurses' Association,* 20(2), 25-31.

Newton, S. E., & Moore, G. (2009). Use of aptitude to understand bachelor of science in nursing student attrition and readiness for the National Council Licensure Examination-Registered Nurse. *Journal of Professional Nursing,* 25(5), 273-278. doi:10.1016/j.profnurs.2009.01.016

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Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NRS 595 - Statistics	NRS 5302 - Statistics in Advanced Nursing Practice NRS 8221 Health Care Policy NRS 9XXX Advanced Health Care Statistics NRS 9XXX Quantitative Research Methods

Faculty Name: Kristen J. Munyan, RN, MSN, DNP Title: Assistant Professor School of Nursing	Office: 2038 Human Health Building	Office Phone: 248-364 8727 Office Email: kmunyan@oakland.edu
Degrees-School-Year Doctorate of Nursing Practice, Wayne State University, College of Nursing, Detroit, MI 2017 MSN, Oakland University School of Nursing, Rochester, MI, 2010 BSN Oakland University School of Nursing, 2008	**Research Interest:** Simulation as a teaching/learning methodology in the practice environment Parent perceptions of provider knowledge/attitudes as a barrier to care in non-circumcising American families	

Grants Awarded

Academic

Jewell Foundation Grant for Educational Innovation, June 2013, Primary author, awarded for the introduction of classroom management systems to asses student satisfaction with utilizing these devices as a testing strategy in laboratory courses, $6,700.

Non-Profit

Grace Centers of Hope, 2015, contracted grant writer, Carl's Foundation to support the construction of an expanded women and children's shelter, $420,000 awarded.

Liberty Riders, LLC, 2011, volunteer grant writer, Detroit Lions Foundation to support equestrian therapy for children with autism, $2,000 awarded.

ALS Association, Michigan Chapter, 2010-2011, grant portfolio to increase revenue to patient programming, approximately $60,000 awarded.

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Most Recent Publications (limit to 6)
In progress – The use of simulation-based learning to enhance home care nurse knowledge and self-efficacy in responding to pediatric tracheostomy emergencies: A quality improvement project. In progress - Increasing pediatric home care nurse knowledge and self-efficacy in tracheostomy emergency response: Bringing simulation to the home environment.

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
	NRS 6XXX Graduate Research Practicum NRS 8XXX Grant Writing NRS 9XXX Health Care Economics

Faculty Name Sarah Newton, PhD, RN	Office 3040 HHB	Office Phone
Title Associate Professor		248-364-8771
School of Nursing		Office Email newton@oakland.edu

Degrees - School - Year	Research Interest
PhD - University of Michigan - 1997 MS - University of Michigan - 1987 BSN - University of Michigan - 1982	• Undergraduate Nursing Education • Nursing Theory • Transplant Nursing

Grants Awarded - N/A

Most Recent Publications (limit to 6):
Sheikhalipour, Z., & **Newton, S. E.** (in review). Organ transplant recipients' perceptions of the family environment post-transplant. (Family & Community Health; submitted June 14, 2017). Sheikhalipour, Z., Zamanzadeh, V., Borimnejad, L., Valizadeh, L., **Newton, S. E.,** Shahbazi, M., ... Nazari, M. (in press). The effects of religious and cultural beliefs on Islamic transplant candidates during   the pre-transplant waiting period. *Research and Theory for Nursing Practice.* **Newton, S. E.** (2015). Accelerated nursing students: What do they believe will happen on the first clinical day. *American Research Journal of Nursing,* 1(2), 3-6. Retrieved from: https://www.arjonline.org/papers/arjn/v1-i2/5.   pdf

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Harris, M., Pittiglio, L., **Newton, S. E.,** & Moore, G. (2014). Simulation methodology to improve BSN students' medication administration. *Nursing Education Perspectives,* 35(1), **26-29.** doi: 10.5480/11-552.1

Newton, S. E., Harris, M., & Pittiglio, L. (2013). Constructivist philosophy and nursing student medication calculations. *Research* & *Theory for Nursing Practice,* 27(2), 88-94.

Newton, S. E., & Moore, G. (2013). Critical thinking skills of basic baccalaureate and accelerated second degree nursing students. *Nursing Education Perspectives,* 34(3), 154-158.

· doi: 10.5480/1536-5026-34.3.154

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NRS 500: Theoretical Foundations of Advanced Practice Nursing (not since 2010)	NRS 5312 Theory and Translational Research for Advanced Nursing Practice

Faculty Name Julia Claire Paul Title Assistant Professor School of Nursing	Office 3044 HHB	Office Phone 248-364-8796 Office Email jcpaul@oakland.edu
Degrees-School-Year PhD in Nursing - Wayne State University – 2012 MSN - Wayne State University – 1991 BSN – Valparaiso University - 1983	**Research Interest** • Chronic Symptom Management for Chronic Wounds (Itch, Pain) • Chronic Wounds	

Grants Awarded

Paul, J., & Graham, S. (2016). *Pilot Proposal: Application of a Novel Metabolomics Approach to the Study of Venous Ulcer Itch.* Oakland University Research Committee Faculty Research Award. (Awarded $700).

Paul, J., & Graham, S. (2015). *Application of a Novel Metabolomics Approach to the Study of Venous Ulcer Itch.* School of Nursing Pilot Funding. (Awarded $4730).

University Dissertation Fellowship, Graduate School, Wayne State University, Winter, 2011. Awarded $9,000.

Most Recent Publications (limit to 6)

Paul, J. (Submitted for review February, 2017). Classification of descriptors for wound-related itch. *Wounds: A Compendium of Clinical Research and Practice.* [Being revised.]

Paul, J. C. (2015). Wound pruritus: Pathophysiology and management. *Chronic Wound Care Management and Research, 2,* 119-127. doi: http://dx.doi.org/10.2147/CWCMR.S70360

Paul, J. (2013). A cross-sectional study of chronic wound-related pain and itching. *Ostomy Wound Management,* 59(7), 28-34.

Paul, J. (2013). Characteristics of chronic wounds that itch. *Advances in Skin & Wound Care,* 26(7), 320-332.

Paul, J., Pieper, B., & Templin, T. N. (2011). Itch: Association with chronic venous disease, pain, and quality of life. *Journal of Wound Ostomy Continence Nursing [JWOCN],* 38(1), 46-54.

Paul, J., & Pieper, B. (2008). Topical Metronidazole for the treatment of wound odor: A review of the literature. *Ostomy Wound Management, 54(3),* 18-28.

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NRS 8998 DNP Final Project	NRS 5312 Theory and Translational Research for Advanced Nursing Practice NRS 9XXX Philosophic Foundations of Advanced Theory Development NRS 9XXX Health Economics NRS 9XXX Seminar: Advancement of Health Outcomes NRS 9XXX Mentored Research Experience

Faculty Name Barbara Penprase	Office 2002 HHB	Office Phone
Title Crittenton Endowed Professor, Professor School of Nursing		248-364-8712 **Office Email** penprase@oakland.edu

Degrees-School-Year	Research Interest
PhD in Anthropology - Wayne State University - 2003 MSN-Wayne State University - 1986 BSN-Oakland University - 1980 ADN - Broward Community College - 1976	• Quality and Safety • Nursing Education and Leadership • Empathy

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Grants Awarded

Pending:

1. King, D. & Penprase, B. (2017). Acuity-Adaptable Units: A Case Study Ascension Health System. $250,000.
2. King, D. & Penprase, B. (2017). Nurse Residency Program (NRP): A collaborate Effort between Hospital and University. Ascension Health System. $250,000.
3. King, D. & Penprase, B. (2017). Older Adults' Frequent Users of ED Services: Assessing the outcomes of an Innovated Transitional Care Program. Ascension Health System. $250,000.

Awarded:

Grobbel, C., Penprase, B., & Hanna, D. (2015). *Using High Fidelity Simulation to Improve Competencies in Leadership, Quality Care and Caring Practices for Undergraduate Nursing Students: A Pilot Project.* Oakland University Faculty Research Grant. Awarded $1200.

Penprase, B. (2012). Endowed Professorship Research Funding. Crittenton Hospital Health System. $15,000 in support of my empathy research and my research related to noise levels.

Penprase, B., Johnson, A, Pittiglio, L., Oakley, B., & Grant, T. (2011). Understanding Stress Reduction through Effects of Mindfulness-Based Training. DMC Foundation. $5000.

Penprase, B. (2011). Understanding Empathizing-Systemizing Characteristics and their Impact on Attrition of Students. OU University Research Grant. $1200.

Oakley, B., Topacio, J., Tanner, M., Penprase, B., Konkani, A and Simpson, S. (2011). Reduction of Noise Levels in the Pediatric Intensive Care Unit (PICU) of Beaumont Hospital. 2011 OU-Beaumont Multidisciplinary Research Award. $15,000.

Penprase, Barbara. (2009). Leadership Development Activity for Scholarship Recipients. $1000. Funded.

Penprase, Barbara. (2009). New Careers in Nursing Scholarship. Robert Woods Johnson Foundation/American Association of Colleges of Nursing. $100,000. Approved.

Penprase, Barbara. (2008-2009). *New Careers in Nursing Scholarship.* Robert Wood Johnson Foundation/American Association of Colleges of Nursing. $150,000 – Funded.

Michigan Nursing Corps Demonstration Models: Beaumont Hospitals and Oakland University School of Nursing, (2008). $250.000-Funded. Grant applicants: Cathy Campbell, Barbara Penprase, Adreena Harley, Val Gokenbach, Nancy Susick, Diane M. Norris, Linda Thompson, Oakland University.

Penprase, B. & Thompson-Adams, L. (2007-2008). Duke University School of Nursing/Fuld Project, 2007-2008. $1000.00 - Funded. National Study – ASDN nursing program.

Faculty Investigator Award, School of Nursing. 2007-2008. Award by the School of Nursing for the sum of $5,000.

Accelerated Health Care Career Training (2005). Department of Health & Human Services, Office of Federally Funded Grants. $1700,000.00 Funded. Grant writers: Norris, D., Schott-Baer, D., Flanegin, J., Pearl, J., Penprase, B., Abernathy, S. B. Penprase contribution related to materials in reference to the 2"d Degree Program.

Penprase, B. (2004). Northeast Detroit Geriatric Clinic. Department of Health and Human Services-Federally Funded Grant., $250,000 per year/5 years. Approved without funding. PI: Barbara Penprase

Penprase, B. & Norris, D. (2004). Creating Careers in Geriatric Advanced Practice Nursing. American Association of Colleges of Nursing & the John A. Hartford Foundation. ($26,985).

Penprase, B. (2003). Older Adult Comprehensive Outreach Services. St. John Health Foundation Board. ($50,000/2 years).

Penprase, B. (2002). Understanding Complexity within Nursing and Healthcare Organizations. American Nurses Foundation, Ada Sue Hinshaw, RN Grant. (Approved without Funding).

Penprase, B. (2002). Understanding Complexity within Nursing and Healthcare Organizations. American Nurses Foundation, American Nurses Foundation Scholar. (Approved without Funding).

Center of Learning and Education (2012). Funding from grant received to attend and present at Lilly Conference in Traverse City. Approximately $1500.00

Nursing Careers in Nursing Fifth Annual Summit. (2012). Funded to attend conference and present. Approximately $1000.00.

Most Recent Publications (limit to 6)

Vendittelli, D., **Penprase, 8.,** & Pittiglio, L. (December, 2016). Musculoskeletal Injury Prevention for New Nurses. *Workplace Health & Safety,* 64(12), 673-685)

Mysen, K., **Penprase, 8.,** & Piscotty, R. (March, 2016). Patient Satisfaction with Electronic Health Record Use by Primary Care Nurse Practitioners. *Computers, Informatics, Nursing,* 34(3), 116-121. .

Jackson, S., **Penprase, 8.,** & Grobbel, C. (2016). Factors influencing Registered Nurses' decision to activate an adult rapid response team in a community hospital. *Dimensions of Critical Care Nursing.* 35(2), 99-107. doi: 10.1097/DCC.0000000000000162

Penprase, 8., Monahan, J., Poly-Droulard, L., & Prechewski, S. (2016). Student Immersion in Perioperative Nursing. *AORN,* 103(2), 189-197. http://dx.doi.org/10.1016/j.aorn.2015.12.013

Grobbel, C., **Penprase, 8.,** & Van Wagoner, K. (October, 2015). Bridging the Quality and Nursing Care Gap: Innovative clinical and academic partnership using the relationship-based care theoretical framework. *Nurse Leader.*

Penprase, 8., & Hays, D. (2015). A Profile for Frequent Emergency Department Users: Determining a Baseline for Targeted Interventions. *American Research Journal of Nursing,* 1(2). ISBN: 2379-2033.

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Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NRS 687: Graduate Research Projects NRS 899: DNP Graduate Research Projects NRS 810: Health Systems, Policy & Regulations NRS 890: Advanced Research Methods NRS 636 Field Experience in Nursing Education NRS 648 Pharmacology for Advanced Practice	NRS 8221 Health Care Policy NRS 8XXX Grant Writing NRS 9XXX Seminar: Health Care Quality NRS 9XXX Qualitative Research Methods NRS 9XXX Mentored Research Experience

Faculty Name Patricia Petroulias	Office HHB room 3015	Office Phone
Title Assistant Professor School of Nursing		248-364-8784 **Office Email** petroulias@oakland.edu

Degrees-School-Year	Research Interest
PhD Wayne State University 2016 MS University of Michigan 1999 BSN Oakland University 1997	Use of technology with self-care, infusion

Grants Awarded

2012 Principal Investigator. The relation between Patient Education and PICC line occlusion and infection. Funded by the Gardner Foundation Research Grant, Infusion Nurse Society and Smiths Medical ($10,000).

Most Recent Publications (limit to 6)

Petroulias, P. (2017) Use of Electronic Tablets for Patient Education on PICC Line Flushing. *Journal of Infusion Nursing,* JIN-D-16-00063R1

Petroulias, P., Groesbeck, L., & Wilson, F. L. (2013). Providing culturally competent care in home infusion nursing. *Journal ofInfusion Nursing,* 36(2), 108-114.

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
	NRS 9XXX Seminar: Advancement of Health Care Outcomes
	NRS 9XXX Mentored Research Experience

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Faculty Name Laura I. Pittiglio	Office 3039 HHB	Office Phone
Title Associate Professor		248-364-8756
School of Nursing		Office Email pittigli@oakland.edu

Degrees-School-Year	Research Interest
PhD in Nursing-Wayne State University-2007 MSN-Wayne State University - 1987 BSN-Wayne State University - 1981	• Health Outcomes HIV • Safety and Prevention related to Sexual Risk Taking Behaviors • Quality and Safety related to Technology (Simulation; Online Learning; Gaming)

Grants Awarded

Penprase, B., Johnson, A., Pittiglio, L., Oakley, B., & Grant, T. (2011). *Understanding Stress Reduction through Effects of Mindfulness-Based Training-DMC* Foundation ($5000). Funded.

Harris, M. & Pittiglio, L. (2011). *Development of Simulation-based Clinical Competencies.* Health Information Technology Scholar (HITS) Program. Funded.

Harris, M., Pittiglio, L., Newton, S. & Moore, G. (2009). *Simulation: A Medication Administration Teaching Innovation-Facu lty* Research Award, University Research Committee, Oakland University. (Funded $1,200).

Jackson, F., & Pittiglio, L. (2008). *Reducing HIV/AIDS in Michigan African American Young Adult Women.* -Blue Cross Blue Shield of Michigan (BCBS). (Previously funded).

Harris, M. & Pittiglio, L. (2007). VI-MED: Virtual hospital environment for nursing education. Board of Visitors, School of Nursing, Oakland University. Funded, $6.000.

Most Recent Publications (limit to 6)

Pittiglio, L. (2017). Learned Helplessness and Sexual Risk Taking in Adolescent and Young Adult African American Females. *AIDS Patient Care and STD's.*

Harris, M., Pittiglio, L., Newton, S. E., & Moore, G. (2014). Using Simulation to Improve Medication Administration Skills of Undergraduate Nursing Students. *Nursing Education Perspectives.*

Harris, M., & Pittiglio, L. (2012). Simulation clinical competencies: High stakes evaluation of performance. Abstract accepted for publication in the NLN Technology Conference Proceedings.

Pittiglio, L., Jackson, F., & Florio, A. (2012). The Relationship of Self Esteem and Risky Sexual Behaviors in Young African American Women. *Journal of the National Black Nurses' Association: JNBNA,* 23(1), 16-20.

Jackson, F. & Pittiglio, L. (2012). Reducing HIV/AIDS in Michigan African American Young Adult Women. *Journal of the Association of Nurses in AIDS Care: JANAC,* 23 (6), 521-530.

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Pittiglio, L., Harris, M. & Mili, F. (2011). Development and evaluation of a 3-D virtual hospital unit: VI-MED. *GIN: Computers, Informatics, Nursing,* 29 (5). doi: 10.1097/NCN.Ob013e31822ef46
Pittiglio, L., & Hough E., (2009). Coping with HIV: Perspectives of Mothers. *Journal of the Association of Nurses in AIDS Care: JANAC, 20(3),* 184-192.

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
NRS 521 Diversity and Social Issues	NRS 9XXX Qualitative Research Methods NRS 9XXX Mentored Research Experience NRS 9XXX Seminar: Advancement of Health Outcomes NRS 9XXX Philosophic Foundations of Advanced Theory Development

Faculty Name Lan Yao Title Assistant Professor School of Nursing	Office 3048 HHB	Office Phone 248-364-8742 Office Email lyao@oakland.edu
Degrees-School-Year PhD- University of Michigan (Ann Arbor) -2004	**Research Interest** • Dementia and Alzheimer's • Behavioral Interventions • Tailored Exercise to Improve Functional Mobility and Health • Psychosocial Well-being of Older Adults with Dementia and their Caregivers • Trans-cultural Comparisons of Nursing Care in Older Adults	

Grants Awarded

10/1/2017-9/30/2019 Fall Prevention Exercise Program in Older Arab American. Yao (PI) & Kridli (co-I). BCBSM Foundation. $35,312

1/2017- Study Abroad Program Development Grant. Yao (PI). Office of International Education. China Study Abroad Program. $1,500

5/1/2016-4/30/2017 Excellence in Teaching and Learning Grant. Yao (PI). Oakland University. Transform Undergraduate Research Teaching to Promote Metacognitive Skills Building. $3,000

12/2016 Interprofessional Education Task Force. Midwest Interprofessional Practice, Education, and Research Center (MIPERC) mini-grants. Interprofessional Management of Prescription Opiod Abuse. $1,000

7/1/2012-6/31/2013	Pearl Aldrich Endowment in Aging Related Research. Yao (PI) Project Title: *Improving Activity in Older Adults Using Animal Frolics- A Pilot Evaluation Program.* Role: Principal Investigator. Award amount: $ 20,000
6/1/2009-5/31/2011	NIH/NINR K01 NR011164. Yao (PI) Project Title: *Effects of a Caregiver-Assisted Tai Chi on Older Adult with Alzheimer's Disease.* Role: Principal Investigator. Award amount: $ 274,798
6/1/2010-6/31/2011	Pearl J. Aldrich Faculty Research Award. Yao (PI) Project Title: *Effects of Caregiver-Assisted Tai Chi on Physical Activity Levels of Dementia-Caregiver Dyads:* Role: Principal Investigator. Award amount : $17,900
7/1/2008-6/30/2009	UM OAIC (Claude Pepper Older Americans Independence Center, PI: Halter) Career Development and Pilot Study Grant. Yao (PI) Project Title: *Caregiver-assisted Tai Chi Fall risk Reduction Program for Elders with Dementia.* Role: Principal Investigator. Award amount: $ 29,600
7/1/2008-6/30/2009	Veterans Administration VISN initiatives. Alexander (PI) Project Title: *Using Caregivers to Facilitate Tai Chi for Demented Older Veterans.* Role: Co-Investigator. Award amount: $ 84,920
5/1/2007-4/30/2009	MICHIN Pilot Study Grant. Yao (PI) Project Title: *Effects of a positive emotion-charged Tai Chi home program on mobility, balance, and fall risks in elders with Alzheimer's disease: a pilot controlled trial.* Role: Principal Investigator. Award amount: $ 30,600
7/1/2006-12/31/2008	Claire M. Fagin Postdoctoral Fellowship. Yao (PI) American Academy of Nursing/John A. Hartford Foundation. Project Title: *Effects of a positive emotion-charged Tai Chi home training program on elders with Alzheimer's Disease and their caregivers.* Role: Principal Investigator. Award amount: $ 120,000
12/1/2006-11/30/2008	Integrative Health Care Pilot Research Grant. Yao (PI) Department of Family Medicine, University of Michigan. Project Title: *Feasibility of a positive emotion-charged Tai Chi home training program and its effects on elders with Alzheimer's disease and their caregivers.* Role: Principal Investigator Award amount: $ 7,500
7/1/2005-6/30/2006	OVPR Pilot Research Grant. Yao (PI) Office of the Vice President for Research, University of Michigan. Project Title: *Impact of Social Interactions on Locomoting Behaviors of Elders with Dementia: A Pilot Study using Noldus Observer.* Role: Principal Investigator Award amount: $11,380

Most Recent Publications (limit to 6)

Yao, L., & Algase, D.L. (2006). Environmental Ambiance as A New Window on Wandering. *Western Journal of Nursing Research, 28(1),* 89-104.

Yao, L., & Algase, D.L. (2008). Emotional Intervention Strategies for Dementia-related Behavior: A Theory Synthesis. *Journal of Neuroscience Nursing, 40(2),* 106-115.

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Algase, D.L., Antonakos, C., **Yao, L.**, Beattie, E.R., Son G. R., Beel-Bates C.A. (2008). Are Wandering and Physically Non-aggressive Agitation Equivalent? *American Journal of Geriatric Psychiatry. 16* (4), 293-9

Yao, L., Giordani, B, & Alexander, N.B. (2008). Developing a Positive Emotion-Motivated Tai Chi (PEM-TC) Exercise Program for Older Adults with Dementia. *Research and Theory for Nursing Practice: An International Journal, 22* (4), 241-255.

Yao, L., Giordani, B., Algase, D.L., You, M., Alexander, N.B (2013). Fall Risk-Relevant Functional Mobility Outcomes in Dementia Following Dyadic Tai Chi Exercise. *Western Journal of Nursing Research.* 35(3), 281-296. doi: 10.1177/0193945912443319.

Yao, L., Foley, K. T., Kolanowski, A. M., & Smith, B. A. (2014). Proto Tai Chi: In search of a promising group exercise for the frail elderly. *Geriatric Nursing,* 35(2 Suppl), S21-26. doi: 10.1016/j.gerinurse.2014.02.021

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
Physical Activity Across Life Span	NRS 5302 - Statistics in Advanced Nursing Practice
Topics in Advanced Nursing Practice Medical-Surgical and Gerontological Specialties	NRS 9XXX Seminar: Advancement of Health Outcomes
Research Practicum	NRS 9XXX Mentored Research Experience

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APPENDIX B
Faculty Resources for PhD Courses

Course	Qualified Faculty Proposed to teach the Course	Current Faculty
NRS 5312 Theory and Translational Research for Advanced Nursing Practice	C. Buch, J. Hernandez, C. Jusela, S. Kridli, S. Newton, J. Paul	C. Buch, S. Kridli
NRS 5302 Statistics in Advanced Nursing Practice	Z. Klein, J. Kruse, G. Moore, L. Yao	M. Harris
NRS 8221 Health Care Policy	C. Grobbel, G. Moore, B. Penprase	B. Penprase
NRS 8241 Nursing and Health Care Informatics Leadership	C. Buch, M. Golinski, C. Grobbel, D. Hayes, M. Harris, J. Hernandez, C. Jusela, S. Kridli	M. Harris
NRS 8XXX Grant Writing	J. Fouladbakhsh, B. Penprase, J. Kruse, S. Kridli, K. Munyan, B. Penprase	
NRS 9XXX Philosophic Foundations of Adv Theory Development	C. Buch, K. Dunn, J. Fouladbakhsh, Z. Klein, J. Paul, L. Pittiglio	
NRS 9XXX Advanced Healthcare Statistics (4 er.)	M. Harris, J. Kruse, J. Fouladbakhsh, G. Moore	
NRS 9XXX Health Care Economics (3 er)	K. Dunn, M. Harris, D. Hayes, K. Munyan, J. Paul, L. Pittiglio	
NRS 9XXX Measurement and Design/Big Data (3 er)	M. Harris, J. Kruse, J. Fouladbakhsh, L. Yao	
NRS 9XXX (Qualitative Research Methods (3 er)	K. Dunn, L. Pittiglio, B. Penprase	
NRS 9XXX Quantitative Research Methods (3 er)	J. Fouladbakhsh, M. Golinski, M. Harris, A. Mitchell, G. Moore	
NRS 9XXX Mentored Research Experience (2 er)	Any faculty member with an active of research	
NRS 9XXX Health Care Quality (3 er)	M. Harris, C. Buch, K. Dunn, J. Kruse, S. Newton, B. Penprase	
NRS 9XXX Health Outcomes with a global perspective (3 er)	J. Fouladbakhsh, S. Kridli, L. Pittiglio, A. Mitchell, J. Paul, M. Glembocki, M. Golinski, Z. Klein, P. Petroulias, L. Yao	

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Core Faculty for Initial Dissertation Committees

Faculty	Research Interest	Active Projects
J. Fouladbakhsh, Associate Professor	Complementary Integrative Therapies	Yoga for Breathing and Quality of Life in Lung Cancer Patients
M. Harris, Associate Professor	Quality and Safety Related to Technology (Simulation; Online Learning; Gaming)	Nurses use of Barcode Medication Administration
Z. Klien, Associate Professor	Chronic Kidney disease & Hypertension	Self-Efficacy & Blood Pressure Self-Care Behavior in Patients on Chronic Hemodialysis
S. Kridli, Professor	Global Health: Beliefs & Practices of Middle Eastern/Arab/Muslim Women; Health Outcomes in Childhood Obesity	Improving Health Behaviors of Arab American Youth
J. Kruse, Associate Professor	Community Care/Public Health Nursing; SEM & Instrument Development; Vulnerable Populations	Factor Analysis of the Strength of the Cultural Affiliation Scale
J. Paul, Assistant Professor	Chronic Symptom Management for Chronic Wounds (itch/pain)	Novel Metabolomic Approach to the Study of Venous Ulcer Itch
B. Penprase, Crittenton Endowed Professor	Quality & Safety; Nursing Education & Leadership; Empathy	Nursing Residency Program; A Collaborative Effort Between Hospital & University
L. Pittiglio, Associate Professor	Health Oncomes HIV; Sexual Risk Taking Behaviors	Learned Helplessness as it Relates to Sexual Risk Taking Behaviors in African American Adolescents
L. Yao, Assistant Professor	Psychosocial Well-Being of Older Adults with Dementia and their Caregivers; Transcultural Comparisons of Nursing Care in Older Adults	Fall Prevention Exercise Program in Older Arab Americans

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APPENDIX C

Degree Requirements

FOUNDATION COURSES - graduate courses required prior to core					
Course	**Title**	**Credits**	**Prerequisites**	**New (x)**	**% Distance**
NRS 5312	Theoretical Foundations of Advanced Nursing Practice	4	Admission to program		100
NRS 5302	Statistics in Advanced Nursing Practice	3	Admission to program		100
NRS 6XXX	Graduate Research Practicum I (3cr) & II (2cr)	5	Student must meet the prerequisites (NRS 5312, NRS 5302) and have instructor approval.	X	0-75

CORE COURSES

Course	**Title**	**Credits**	**Prerequisites**	**New (x)**	**% Distance**
NRS 9XXX	Philosophic Foundations of Advanced Theory Development	4	NRS 5312 or a graduate nursing theory course	X	80
NRS 9XXX	Advanced Health Care Statistics	4	NRS 5302 or equivalent course	X	100
NRS 8XXX	Grant Writing	1	NRS 6XXX Graduate Research Practicum II or equivalent; NRS 5312 or equivalent	X	75
NRS 9XXX	Qualitative Research Methods	3	NRS 9XXX Advanced Health Care Statistics	X·	100
NRS 8221	Health Systems, Policy and Regulation	3	NRS 9XXX Philosophic Foundation of Advanced Theory Development		75

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NRS 8241	Nursing and Health Care Informatics Leadership	3	NRS 9XXX Philosophic Foundation of Advanced Theory Development		75
NRS 9XXX	Health Economics	3	NRS 9XXX Philosophic Foundation of Advanced Theory Development	X	50
NRS 9XXX	Seminar: Health Care Quality	3	NRS 9XXX Philosophic Foundation of Advanced Theory Development	X	50
NRS 9XXX	Quantitative Research Methods	3	NRS 9XXX Advanced Health Care Statistics	X	100
NRS 9XXX	Seminar: Advancement of Health Outcomes	3	NRS 9XXX Philosophic Foundation of Advanced Theory Development	X	100
NRS 9XXX	Measurement and Design	3	NRS 9XXX Advanced Health Care Statistics	X	80–100
NRS 9XXX	Mentored Research Experience	2	¹NRS 9XXX Quantitative Research Methods; NRS 9XXX Qualitative Research Methods	X	Varies by Negotiation

CONCENTRATION / DEPTH / MINOR COURSES (8 er) – Student will work with faculty mentor to develop cognate area. The following are potential cognate areas for study.
Anthropology, Biology, Education, Health Sciences, Psychology & Sociology.

EXIT COURSES -thesis, dissertation, internship					
Course	Title	Credits	Prerequisites	New (x)	% Distance
	Comprehensive Qualifying Exam	1	Course completion and Chair Approval	X	N/A
NRS 999	Dissertation	12–24	Candidacy Status	X	Varies by Negotiation

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Track Comparison

Total PhD Course requirements = 80 credits.

Up to 32 graduate credits will be counted towards the total number of 80 credits for those students entering the program with a MSN or a DNP per Graduate Policy.

Therefore, for MSN entry the program is 60 credits. For DNP entry the program is 48 credits.

After admission, the MSN and DNP students' post baccalaureate transcripts will be assessed. The number of credits to be counted towards the PhD program will be determined by the program coordinator and entered into an approved Plan of Study.

See plan of study Appendix D.

Track	Theory	Research	Professionalism	Nursing Science	Cognate	Qualifying Exam	Dissertation
Post-BSN	8 credits	23 credits	10 credits	6 credits	8 credits	1 credit	24 credits
Post-MSN	4 credits	15 credits	10 credits	6 credits	8 credits	1 credit	16 credits
Post-ONP	4 credits	13 credits	4 credits	6 credits	8 credits	1 credit	12 credits

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APPENDIX D
Typical Plan of Study -Full-Time Schedule BSN to PhD

Total Credits: 80

Fall I	Winter I	Summer I
	• NRS 5312 Theory and Translational Research for Advanced Nursing Practice (4 cr) • NRS 5302 Statistics in Advanced Nursing Practice (3 cr) • NRS 6XXX Graduate Research Practicum I (3 cr) Total: 10 credits	• NRS 6XXX Graduate Research Practicum 11 (2 cr) Total: 2 credits
Fall II • NRS 9XXX Philosophic Foundations of Adv Theory Development (4 cr) • NRS 9XXX Advanced Health Care Statistics (4 cr) Total: 8 credits	**Winter II** • NRS 9XXX (Qualitative Research Methods (3 cr) • NRS 8221 Health Systems, Policy and Regulation (3 cr) • NRS 8241 Nursing and Health Care Informatics Leadership(3 cr) • NRS 8XXX Grant Writing (1 cr) Total: 10 credits	**Summer II** • NRS 9XXX Health Economics (3 cr) • NRS 9XXX Seminar: Health Care Quality (3 cr) Total: 6 credits
Fall III • NRS 9XXX Quantitative Research Methods (3 cr) • Cognate (4 cr) • NRS 9XXX Seminar: Advancement of Health Outcomes (3 cr) Total: 10 credits	**Winter III** • NRS 9XXX Measurement and Design/Big Data (3 cr) • Cognate (4 cr) • NRS 9XXX Mentored Research Experience (2 cr) Total: 9 credits	**Summer III** • Comprehensive/ Qualifying Exam (1 cr) Total: 1 credits
Fall IV • NRS 999 Dissertation (8 cr) Total: 8 credits	**Winter IV** • NRS 999 Dissertation (8 cr) Total: 8 credits	
Fall V • NRS 999 Dissertation (8 cr) Total: 8 credits		**Coursework (56 cr)** **+ Dissertation (24 cr)** **= 80 Total**

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Typical Plan of Study - Full-Time Schedule MSN to PhD

Total Credits: 60

Admission Pre-requisites: Graduate Nursing theory (minimum three credits) and graduate statistics (minimum 3 credits)

Fall I	Winter I	Summer I
Fall I • NRS 9XXX Philosophic Foundations of Adv Theory Development (4 cr) • NRS 9XXX Advanced Health Care Statistics (4 cr) Total: 8 credits	**Winter I** • NRS 9XXX (Qualitative Research Methods (3 cr) • NRS 8221 Health Systems, Policy and Regulation (3 cr) • NRS 8241 Nursing and Health Care Informatics Leadership (3 cr) • NRS 8XXX Grant Writing (1 cr) Total: 10 credits	**Summer I** • NRS 9XXX Health Economics (3 cr) • NRS 9XXX Seminar: Health Care Quality (3 cr) Total: 6 credits
Fall II • NRS 9XXX Quantitative Research Methods (3 cr) • Cognate (4 cr) • NRS 9XXX Seminar: Advancement of Health Outcomes (3 cr) Total: 10 credits	**Winter II** • NRS 9XXX Measurement and Design/Big Data (3 cr) • Cognate (4 cr) • NRS 9XXX Mentored Research Experience (2 cr) Total: 9 credits	**Summer II** • Comprehensive/ Qualifying Exam (1 cr) Total: 1 credits
Fall III • NRS 999 Dissertation (8 cr) Total: 8 credits	**Winter III** • NRS 999 Dissertation (8 cr) Total: 8 credits	
		Coursework (44 cr) & Dissertation (16 cr) = 60 Total

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Typical Plan of Study – Full-Time Schedule DNP to PhD

Total Credits: 48

Pre-requisites: Graduate Health Informatics (min 3 cr), Graduate Health Policy (min 3 cr).

Fall I • NRS 9XXX Philosophic Foundations of Adv Theory Development (4 cr) • NRS 9XXX Advanced Health Care Statistics (4 cr) Total: 8 credits	**Winter I** • NRS 9XXX (Qualitative Research Methods (3 cr) • Cognate (4 cr) • NRS 8XXX Grant Writing (1 cr) Total: 8 credits	**Summer I** • NRS 9XXX Health Economics (3 cr) • NRS 9XXX Seminar: Health Care Quality (3 cr) Total: 6 credits
Fall II • NRS 9XXX Quantitative Research Methods (3 cr) • NRS 9XXX Seminar: Advancement of Health Outcomes (3 cr) Total: 6 credits	**Winter II** • NRS 9XXX Measurement and Design/Big Data (3 cr) • Cognate (4 cr) Total: 7 credits	**Summer II** • Comprehensive/ Qualifying Exam (1 cr) Total: 1 credits
Fall III • NRS 999 Dissertation (6 cr) Total: 6 credits	**Winter III** • NRS 999 Dissertation (6 cr) Total: 6 credits	
		Coursework (36 cr) + Dissertation (12 cr) = 48 Total

APPENDIX E
New Course Descriptions and Sample Syllabus

NRS GXXX   Graduate Research Practicum I   **(3)**
This experience is the equivalent of a graduate research project and provides the student an opportunity to develop foundational research skills under the guidance of a faculty mentor. These activities will focus on health care quality and/or health outcomes with a global perspective.
Co-requisite: NRS 5312; NRS 5302; Prior approval of instructor

NRS GXXX   Graduate Research Practicum II   **(2)**
This experience continues an opportunity for the student to develop foundational research skills under the guidance of a faculty mentor. These activities will focus on health care quality and/or health outcomes with a global perspective. Manuscript submission is a requirement for completion of the course.
Pre-requisite: NRS GXXX

NRS 9XXX   Philosophic Foundations of Advanced Theory Development   **(4)**
This course provides students in nursing with the opportunity to synthesize philosophy of science positions found within and exterior to nursing with advanced nursing theory development processes. The course focuses on critical analysis and evaluation of major theoretical positions within nursing.
Pre-requisite: NRS 5312; or an equivalent graduate level theory course

NRS 8XXX Grant Writing   **(1)**
The course is designed to provide students with knowledge and skills necessary to conduct a systematic synthesis of research and writing a grant. This seminar includes in-depth review of processes and components of grants; research teams to develop substantive content; and peer review and critique.
Pre-requisites: NRS GXXX Graduate Research Practicum II; NRS 5312 or equivalent graduate nursing research

NRS 9XXX   Healthcare Economics   **(3)**
This course combines concepts from economics with empirical evidence that supports practice to enhance students' understanding of how health care industries and markets function. Students' will explore institutional features of health economies locally and around the world. Such investigation may include the economic assessment of new technologies, as well as the appraisal of appropriate prices, variable public and private investment, and strategy.

Pre-requisite: NRS 8221 Health Systems, Policy and Regulations; NRS 9XXX Advanced Health Care Statistics

NRS 9XXX   Seminar: Health Care Quality   **(3)**
This course focuses on quality health care domains of inquiry from individual to population perspectives. Quality is examined within health care institutions from local to global perspectives. Emphasis will include the development and execution of quality improvement and patient safety programs. Students will examine concepts such as patient safety culture; application of quantitative and qualitative methods, and experiences in leading interdisciplinary teams.
Prerequisite: NRS 9XXX Philosophic Foundations

NRS 9XXX Seminar: Advancement of Health Outcomes (3)

This course examines lines of inquiry and health outcomes with a global perspective. Outcomes are defined as the measurable result of health care and may include collaboration, public policy, and outcome evaluation.

Prerequisite: NRS 9XXX Philosophic Foundations

NRS 9XXX Advanced Health Care Statistics (4)

The course will cover a range of advanced quantitative techniques, such as discriminant analysis, logistic regression analysis, principle component analysis, factor analysis, and cluster analysis. Students will also explore statistical analysis for advanced quantitative designs.

Prerequisite: NRS 5302 or graduate statistics course (minimum 3 credits)

NRS 9XXX Quantitative Research Methods (3)

This course will cover basic concept application of descriptive and relational research design and statistics. Students will be introduced to designs available to address research aims, moving from descriptive to experimental. Statistical computing packages will be used. Students will be expected to generate and interpret results from statistical software. These activities will focus on health care quality and/or health outcomes with a global perspective.

Prerequisite: NRS 9XXX Advanced Health Care Statistics

NRS 9XXX Qualitative Research Methods (3)

This course examines the principles and modes of qualitative research designs. Students will critically analyze systematic inquiry, gathering and interpreting data generated for the understanding the individual, families, and communities, their transactions with others and their environments. Sampling methods will be discussed and analyzed with applicable computing packages. These activities will focus on health care quality and/or health outcomes with a global perspective.

Prerequisite: NRS 9XXX Advanced Health Care Statistics

NRS 9XXX Measurement and Design/Big Data (3)

This course will focus on various types of measurement and the accommodations necessary. Additionally, students will explore the use of large data sets and the measurement concerns with Big Data analysis.

Prerequisites: NRS 9XXX Advanced Health Care Statistics

NRS 9XXX Mentored Research Experience (2)

This experience provides the student an opportunity to develop their research skills working under the direction of a faculty mentor. These activities will focus on health care quality and/or health outcomes with a global perspective.

Prerequisite: NRS 9XXX Quantitative Research Methods; NRS 9XXX Qualitative Research Methods

NRS 9998 Qualifying Examination (1)

NRS 9999 Dissertation Research (12-24)

The completion of a specific project that is reviewed and evaluated by an academic committee is required for graduation. This project demonstrates synthesis of the student's course work and lays the foundation for future scholarship.

Prerequisite: Student must reach candidacy status.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Seminar:

Health Care Quality

NRS 9XXX

CRN#

Faculty:

Fall, 2018

Oakland University
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COURSE NUMBER: NRS 9XXX-CRN #

CREDIT & HOUR
ALLOCATION:

Credit	Hrs/wkSemester	hours
3	3 x 14	42

COURSE TITLE: Seminar: Health Care Quality

SCHEDULED TIME
& LOCATION: TBA

FACULTY OF RECORD: TBA

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 9XXX Philosophical Foundations of Advanced Nursing Practice

COURSE OVERVIEW

This course focuses on quality health care domains of inquiry from individual to population perspectives. Quality is examined within health care institutions from local to global perspectives. Emphasis will include the development and execution of quality improvement and patient safety programs. Students will examine concepts such as patient safety culture; application of quantitative and qualitative methods, and experiences in leading interdisciplinary teams.

COURSE OBJECTIVES

1. Students will examine quality measures within health care.
2. Students will apply qualitative and quantitative methods to their lines of inquiry.
3. Students will explore the roles of the nurse scientist as a leader of an interprofessional and/or intraprofessional research team.

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APPENDIX   F

Graduate Catalog

The Doctor of Philosophy (PhD) in nursing program is designed to advance researchers and scholars to provide leadership in the profession and discipline of nursing. Students are prepared to become researchers and to assume roles as transformational leaders in both the academic setting and the health care delivery sector. This predominantly online program cultivates nurse scientists to develop, test, and implement innovation in health care quality and health outcomes with a global perspective. In addition, it will facilitate the mentoring of the next generation of nurse scientists through the process of methodical inquiry by adept researchers. A combination of conceptual approaches, challenging interactions in seminar discussions, and work with active researchers produces a stimulating environment for scholarly development. Graduates of this program will serve as transformational leaders in the promotion and application of nursing and multidisciplinary research and knowledge.

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APPENDIX G
Proforma Budget

		Year 1	Year 2	Year 3	Year 4	Year 5
		2019-20	2020-21	2021-22	2022-23	2023-24
Revenue Variables:						
[1]Total Headcount		**8**	**16**	**24**	**26**	**28**
BSN to PhD		2	4	6	8	10
MSN to PhD		3	6	9	9	9
DNP to PhD		3	6	9	9	9
Total Credit Hours		**162**	**312**	**436**	**468**	**484**
BSN to PhD		24	72	112	144	160
MSN to PhD		72	132	180	180	180
DNP to PhD		66	108	144	144	144
Total FYES		**6.75**	**13.00**	**18.17**	**19.50**	**20.17**
BSN to PhD		1.00	3.00	4.67	6.00	6.67
MSN to PhD		3.00	5.50	7.50	7.50	7.50
DNP to PhD		2.75	4.50	6.00	6.00	6.00
Total FTE		**2.25**	**4.33**	**6.06**	**6.50**	**6.72**
BSN to PhD		0.33	1.00	1.56	2.00	2.22
MSN to PhD		1.00	1.83	2.50	2.50	2.50
DNP to PhD		0.92	1.50	2.00	2.00	2.00
Tuition Rate Per Semester		749	772	795	819	843
Credits		162	312	436	468	484
Income						
Tuition		121,380	240,782	346,572	383,169	408,157
Total Income		**121,380**	**240,782**	**346,572**	**383,169**	**408,157**
Total Income 10% Attrition		**109,242**	**216,704**	**311,915**	**344,852**	**367,341**
Expenses	**ACCT**					
Salaries/Wages						
Faculty Salaries	6101	-	-	89,141	90,924	92,743
Clerical/technical	6211	19,760	20,155	20,558	20,969	21,389
Program Director	6201	16,635	17,134	17,648	18,177	18,722
Faculty Inload (Replacement Costs)	6301	12,442	12,816	13,200	13,596	14,004
Faculty Summer Pay	6301	-	-	-	-	-
Part-time Faculty	6301	-	-	-	-	-
Graduate Assistant	6311					

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		-	14,000	28,000	42,000	42,000
Wages	6401	-	-	-	-	-
Student	6501	-	-	-	-	-
Total Salary Expenses		48,837	64,104	168,547	185,667	188,858
[8]Fringe Benefits	6701	2,912	4,103	44,340	46,335	47,190
Total Compensation Expenses		**51,748**	**68,208**	**212,888**	**232,002**	**236,048**
Operating Expenses						
Graduate Assistant Tuition	7101		12,348	25,436	39,299	40,478
Supplies and Services	7101	35,000	35,000	35,000	35,000	35,000
Contract Services	7101	-	-	-	-	
Repairs and Maintenance	7111	-	-	-	-	
Travel	7201	15,000	15,000	15,000	15,000	15,000
Library	7401	9,689	10,414	11,194	12,035	12,938
Equipment	7501					
Total Operating Expenses		**59,689**	**72,762**	**86,630**	**101,334**	**103,416**
Total Expenses		**111,437**	**140,969**	**299,518**	**333,336**	**339,464**
Net Income/Loss		9,943	99,813	47,054	49,833	68,693
Net Income/Loss 10% Attrition		(2,195)	75,735	12,397	11,516	27,877

Budget Justification

The Pro Forma Budget includes:

1. **DOCTORAL CREDIT HOURS**
   The PhD program is a 48-80 credit degree. The BSN to PhD program is 80 credits over four and a half years; the MSN to PhD program is 60 credits over three years; and the DNP to PhD program is 48 credits over three years.

2. **TUITION**
   The nature of this program allows admission of post baccalaureate, post masters and post doctorate students. We estimate that there will be eight students enrolled during the first year, building up to a total of 28 students by year five.

3. **FACULTY (ASSOCIATE PROFESSOR)**
   One full-time faculty member will be needed by the third year to sustain the program. During the first two

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years of the program the majority of students will be taking existing courses. Therefore, this number of students will not impact faculty load. This new faculty will have responsibilities for teaching PhD courses (or others as necessary), maintaining an active program of research, and mentoring students.

4. CLERICAL TECHNICAL SUPPORT

Support is needed for start-up through implementation of the program and includes some of the following activities: organizing and attending recruitment events and community programs, assisting in the admission process, maintaining student files, course scheduling/registrar process and assisting with student orientations, faculty support – syllabus, ordering teaching supplies and instructors books, and scheduling meetings. The position is for a 19 hour casual employee.

5. PROGRAM DIRECTOR

The program will have a director who is an associate professor. The program budget includes a 17% compensation pay for the director of the PhD program and salary increases 3% for each fiscal year. Additionally, the Program Director will have a 50% reduction in teaching load (faculty inload).

6. GRADUATE ASSISTANTS' STIPENDS

Based on $14,000 per academic year (Fall/Winter) for Graduate Assistants (GAs) stipends, second year – one GAs; third year – two GAs; fourth year and going forward – three GAs.

7. GRADUATE ASSISTANTS' TUITION

The program budget has included in-state tuition for Graduate Assistants (GAs) based on eight credits per semester, second year – one GA; third year – two GAs; fourth year and going forward – three GAs.

8. SUPPLIES AND SERVICES

Adequate space in the Human Health building is allotted to have a doctoral student lounge. Two computers, a printer, audio and video equipment, a large screen monitor, and student support items will be provided. Other support items are already available and include: mail boxes, file cabinet, table, and chairs. Current classroom space is adequate in that 86% of course work will be taught online.

9. TRAVEL

Costs include faculty travel to conferences such as American Association of Colleges of Nursing (AACN) PhD conference and other research conferences. This also includes recruitment opportunities to promote the new PhD program.

10. LIBRARY NEEDS

This doctoral program requires additional reference resources such as research databases, journals and other publications. Refer to the Library Report (Appendix H).

Overall Financial Consideration

The SON expects that the PhD program will be budget neutral in the second year.

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APPENDIX H

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UNIVERSITY

MEMORANDU M

To: Laura I.Pittiglio, PhD, RN, Associate Professor, School of Nursing, Oakland
               University

From: Helen Levenson, Collection Development Librarian
               Julia Rodriguez, Librarian Liaison to the School of Nursing

Re: Library collection evaluation for proposed new Doctor of Philosophy (PhD) degree
               in Nursing

Date: September 12, 2017

To conduct this Libraty collection evaluation for the proposed new Doctor of Philosophy (PhD)
degree in Nursing, we reviewed the draft program proposal in relation to the University Libraries'
current resources related to nursing. The new doctoral degree establishes eight new School of
Nursing (SON) courses. Overall, the Libraries' current offerings are more than sufficient to
address the teaching, research and learning needs of faculty and students in the new program, with
a few exceptions. These needs are listed below and should be addressed. The following is our
assessment of the Library's ability to suppolt the proposed program.

Nursing Indexes
The University Libraries subscribe to a number of important nursing and health sciences indexes
that would support the proposed program effectively. These include *CINAHL,* the *Cochrane
Library* (which provides full-text access to evidence-based information), *MedlinePlus/PubMed,*
Health Reference Center Academic and *Alt-Health Watch,* a database that covers alternative health
topics. All of these resources provide access to at least some full-text journal content and also

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connect to the Library's other electronic journal content through the "Get It" links included in the databases.

We do recommend that the Libraries upgrade from the current *CINAHL Plus with Full Text* subscription to *CINAHL Complete,* which will provide access to 664 additional nursing and allied health titles, many of which are international in focus. Appendix A provides the estimated five-year cost for this upgrade.

Nursing Journals
Overall, the Libraries' access to the nursing journal literature is very strong. The Library subscribes to numerous nursing journals and professional magazines, almost all of which are available online to enhance off-campus access to the nursing literature. Of particular note is the Libraries' subscription to the Lippincott, Williams & Wilkins Total Access Collection, which includes more than 260 nursing-specific journals (including the prominent *Advances in Nursing Science)* and over 380 health sciences and biomedicine journal titles. In addition, approximately 830 nursing and health science titles are included in the Library's other major publisher journal packages, which include ScienceDirect from Elsevier (includes *Applied Nursing Research),* Wiley-Blackwell (includes *Journal of Advanced Nursing),* Springer and Sage (includes *Journal of Research in Nursing).* A comparison of the Libraries' journal holdings to the highest impact factor nursing journals in *Web of Science* (using *Journal Citation Reports* data) indicates that we provide access to 100 percent of the top 50 titles and to 91 percent of the top 110 journals, with only 3 titles, that are embargoed for a 12-18 month period.

The Library also subscribes to all the scholarly, peer-reviewed nursing journals listed in *Magazines for Libraries,* which provides a brief list of core titles in the nursing field. Relative to teaching in the nursing discipline, the Library subscriptions include *Nurse Education Today, Journal of Nursing Education, Nurse Educator, Journal of Continuing Education in Nursing, Nurse Education in Practice, Nurse Education Perspectives, Online Journal of Issues in Nursing,* and *International Journal of Nursing Education Scholarship.*

The combination of the Libraries' current journal subscriptions and the additional journal content that will be available through the upgrade to *CINAHL Complete,* will allow the Libraries to satisfy most of the needs of faculty and doctoral-level student research. However, the Library budget should be revisited in year three, to ascertain whether specific journal subscriptions need to be added to focus on specific gaps that are identified as the new program develops. Such journals as *Research and Theory for Nursing Practice, Critical Care Nursing Clinics of North America,* and *Nursing Clinics of North America* may need to be purchased, or direct subscriptions without embargoes may need to be added for journals such as *Clinical Journal of Oncology Nursing.*

Monographs and Reference Materials

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The Library's print monograph holdings generally are sufficient to support this proposed program. The School of Nursing is currently allocated $500.00 in funding per fiscal year to purchase print and electronic books that nursing faculty request. In addition, the Library acquires newly published monographs and reference materials through other means, including the Library's approval plan with its major book vendor and the Springer eBook collection, which contains hundreds of monographs on nursing and allied health topics, generally. Included in the five-year Library budget (Appendix A) is a minimal amount above the current funding allocated to the SON to purchase approximately ten books per year.

Critical Funding Needs
As noted above, the University Libraries already subscribe to a number of online resources that would effectively support a doctoral program in nursing. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the Libraries cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we request additional funding to support our subscriptions to these resources. The recommended Library collections budget support for five years is included in Appendix A.

Instructional and Research Support
The University Libraries has a robust instructional program. Currently, the Librarian Liaison to the School of Nursing provides support for an average of 8 nursing courses per term and conducts an average of 40 individual research consultations for nursing students and faculty each academic year. This instruction has been embedded into online classes or delivered face-to-face for hands-on interaction. Additionally, there are 25 different library course pages related to nursing classes. The TIGER Nursing Informatics Competencies Model includes Information Literacy as a standard and is a vital component of evidence based practice. The research shows that integrating content throughout the nursing curriculum is the most effective and yields the best results, as reported by Kaplan, Rosenfeld and Haber (2003). Working from this principle, we recommend that SON Library liaison be integrated into the new Doctor of Philosophy (PhD) degree in nursing curriculum through a tiered approach with content possibly being delivered in several of the advanced research levels courses and involvement in the Capstone/Dissertation process.

Kaplan Jacobs, S., Rosenfeld, P., & Haber, J. (2003). Information literacy as the foundation for evidence-based practice in graduate nursing education: A curriculum-integrated approach. *Journal of Professional Nursing, 19(5)*, 320-328. doi: 10.1016/S8755-7223(03)00097-8

C: Stephen Weiter, Dean of OU Libraries
    Beth Wallis, Library Representative to the University Senate

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Appendix A
Library Budget for Proposed PhD in Nursing

	Year 1	Year 2	Year 3	Year 4	Year 5
Monographs % electronic reference titles[1]	$ 1,584	$ 1,663	$ 1,746	$ 1,834	$ 1,925
Upgrade to CINAHL Complete[2]	$ 3,371	$ 3,641	$ 3,932	$ 4,246	$ 4,586
Support for current nursing resources[2]	$ 4,060	$ 4,385	$ 4,736	$ 5,114	$ 5,524
Total	$ 9,015	$ 9,689	$ 10,414	$ 11,194	$ 12,035

[1]Presumes the purchase of approximately 10 books per year, with a 5% annual inflationary increase.

[2]Presumes an 8% annual inflation rate.

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Oakland University Assessment Committee
Assessment Plan

Program Name: **PhD in Nursing**

School or College your program resides in: **School of Nursing (SON)**

Program Level (check all that apply):

Undergrad	D
Master's	D
Doctoral	**X**

Current Assessment Contact Representative (& E-mail): **Stephanie Vallie;**
vallie@oakland.edu
Current Department or Program Chair (& E-mail): **Gary Moore; moore@oakland.edu**
Current Dean (& E-mail): **Judy Didion; jdidion@oakland.edu**

Step 2: Type of Assessment Plan (Nursing PhD programs are not accredited, so we are choosing Option B and have completed steps 3 – 5.)

Option A. Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor's response in lieu of following the UAC's standard process. These programs use the UAC's 'external accreditation mapping' form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes (ternes@oakland.edu). Programs without external accreditation should proceed to option B.

Option B. If you are not accredited by an external body (or your accreditor's standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website (www.oakland.edu/OIRA). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes (ternes@oakland.edu).

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Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures

(1) OU Mission	(2) Program Goals	(3) Student Learning Outcomes	(4) Assessment Measures
The proposed PhD in nursing program is consistent with the role and mission of Oakland University, including components of: "...excellent and relevant instruction, and high-quality basic and applied research and scholarship." "Doctoral programs are offered that are innovative and serve needs that are not adequately met elsewhere in the state." "Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students."	1. Generate knowledge that contributes to health care quality and the discipline of nursing. 2. Contribute basic and applied knowledge to guide health care delivery and advance health outcomes. 3. Prepare individuals for academic positions in the state of Michigan, nationally, and globally. 4. Prepare transformational leaders for key positions in health care.	1. Graduates will demonstrate knowledge of the research process that contributes to the positive development of society and the discipline of nursing, with specific focus on the program concentrations of health care quality and health outcomes with a global perspective. 2. Graduates will demonstrate expertise in the research process by contributing basic and applied knowledge to guide care delivery. 3. Graduates will obtain positions in academia or as nurse leaders in key health care areas in the state of Michigan and beyond.	**Direct measure** of student performance will be an evaluation by faculty of the dissertation and the dissertation defense using a rubric. **(SLOs 1 and 2)** **Indirect measures** of students/graduate performance will be exit and alumni surveys. Currently, the SON uses an outside service, EBI, to conduct exit and alumni surveys of our students/graduates. We will use EBI with the PhD program as well. **(SLOs 1, 2, & 3)** In addition, PhD graduates must participate in the Survey of Earned Doctorates by submitting the online SEO questionnaire during the dissertation final approval meeting with the Thesis/Dissertation Coordinator. SEO is a long-standing national survey of doctoral students conducted by the National Opinion Research Center (NORC) at the University of Chicago for the National Science Foundation, National Institutes of Health, and other supporting institutions. Graduate personal data remains confidential. **(SLOs 1, 2, & 3)**

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Step 4: Participation in Assessment Process

Who Will Participate in Carrying Out the Assessment Plan	What Will Be Their Specific Role/s
The PhD program director and the SON evaluation committee.	The evaluation committee will coordinate the development of the rubric and method for evaluating the dissertation and the defense. The program director will coordinate the SEO, exit surveys annually, alumni surveys every three years.

Step 5: Plan for Analyzing and Using Assessment Results to Improve Program

A. How will you analyze your assessment data?

Descriptive statistics will be used by the evaluation committee to analyze the rubric results. We will receive a report with the data analysis complete from the SEO and the EBI surveys. The program director and the evaluation committee will compile all of the results and prepare a report for the annual evaluation meeting.

B. How will you use results to improve your program?

The evaluation committee and the program director will present assessment data on both the direct and the indirect measures at the Spring Evaluation meeting with recommendations for change taken to faculty assembly.

Step 6: Submit Assessment Plan
Send completed form electronically to ternes@oakland.edu.

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APPENDIX J

Proposed marketing plan for

DOCTOR OF PHILOSPHY IN NURSING

Objective
To build a position and awareness campaign for the Oakland University School of Nursing as the optimal choice for a PhD in nursing.

Capturing the Current Climate

- The Institute of Medicine, in conjunction with the Robert Wood Johnson Foundation, reported that nurses are needed to take greater responsibility in healthcare and recommends that 10 percent of all BSN graduates advance to an MSN, DNP or PhD program within five years of graduation.
- Shortages in nursing faculty delay the education of potential nursing students; in 2015, 2,415 qualified applicants were turned away in Michigan due to a lack of faculty (AACN).
- The AACN believes that nursing education should be analogous to other health professions which require a doctoral level degree.
- More research is required to provide the science that advances the profession of nursing and improve the quality of care.

Changing health care environments to enhance quality of nursing care (e.g. Magnet or Baldridge status), require research initiatives by nurse scientists/researchers.

About the PhD
The PhD program features a predominantly online curriculum. The focus of the program is on development of a research trajectory with the guidance of a faculty mentor. This can include a wide array of research areas. Information regarding faculty research interests is available on the website and in published literature.

KEY MESSAGE: The PhD in Nursing aims to prepare nurse scholars to advance nursing science and research for the advancement of health outcomes and health care quality.

Target Market
- Registered nurses with a BSN, MSN or DNP degree (of Michigan nurses, 47% have a BSN, 10% have a MSN and <1% have a DNP)
- Faculty at Community Colleges
- Clinical Faculty at Universities

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Marketing and Student Recruitment

- Marketing is the activity and process for creating, communicating, delivering and exchanging offerings that have value for customers, clients, partners and society at large. Marketing also identifies appropriate targets and events.
- Research studies have shown repeatedly that the best form of advertising is word of mouth. A solid reputation and recommendation from friends and family wins out over any other type of campaign.
- A high quality education with eminent faculty ignites a sense of pride and desire to recommend the SON to other potential students, enhancing recruitment efforts.
- Student recruitment involves on and off campus activities for the purpose of disseminating pertinent information related to programs including open houses, tours, visits, recruitment fairs, etc.
- Specific recruitment activities include providing answers to students' inquiries in a timely, efficient manner – including internet chat options, short videos and a helpful person to answer the phone; responding within minutes or hours is better than days.

Identifying the Competition
Southeastern Michigan has several schools of nursing including Wayne State, University of Michigan and Michigan State as well as schools with online programs such as Walden University, University of North Carolina at Chapel Hill, University of Florida, Texas A&M and more.

Competitive Advantages
Online delivery/Distance Learning
Faculty with a wide variety of research areas
Competitive tuition
No fees added
Close to major healthcare systems (Beaumont Health System, Ascension Health, Karmanos & St. Joseph's Mercy Health System)

Marketing Strategies
Providing a high quality education with eminent experienced faculty, excellent student experiences that prepare them for a variety of scenarios in the 'real world' ignites a sense of pride and willingness to recommend the School of Nursing to other potential students. This marketing plan will build on the existing marketing that has been beneficial in the past which includes maintaining a current website, ensure fast, friendly and efficient customer service, on site information sessions, advertising in publications and sponsoring popular conferences. We will continue to go "where the nurses are."

Advertising and Marketing Plan for the PhD Program

1) Google Search campaign by keyword within targetable markets:
Keywords include: PhD nursing programs, advanced education for nurses, doctoral programs for nurses, schools of nursing, PhD in nursing science, why get a PhD in nursing, PhD/nursing, nursing PhD programs

2) Print materials and giveaways for distribution
Brochures, giveaways (i.e. stylus pens, retractable badge holders)
Promote at conferences where the target nurses are present

Oakland University

Graduate Council

3) Sponsorships of professional organization conferences
Including Midwest Nursing Research Society, American Association of Colleges of Nursing, Sigma Theta Tau International

4) Facebook / digital media advertisements
This will cover about a 3-4 week campaign to promote open house and information sessions

5) Journals / magazines that nurses read
Including Nursing Research, Journal of Research in Nursing, Western Journal of Nursing Research, Research in Research & Health, Applied Nursing Research, and Journal of Nursing Scholarship

6) Local campaign targeting nurses in the metropolitan area

7) In-hospital information sessions: visit hospital with lunch and information; share information about the program with nurses who work in that facility

8) SEOs / Website / Pulse Magazine
Keeping faculty pages current with publications and research areas

9) OU Magazine, OU Site, press releases

10) Recruit from within the SON

11) Social media (SON Facebook/ OU Facebook)

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Graduate Council

APPENDIX K

Support Letters

Oakland University   School of Nursing

Graduate Council

September 20, 2017

Dear Graduate Council,

It is with great pleasure that I write this letter of support for the Oakland University School of Nursing PhD program proposal. Healthcare has and continues to transform in our community and the nation. Technology has become a consistent link to safe care and quality outcomes are now an essential criteria for payment. These dramatic changes are just a couple of examples of why processes for nursing practice need to be evidenced based and designed to have the best-outcomes. Developing best practices in nursing and health care systems to support quality care require new knowledge based on research and scholarship. As a result, the demand for nurse scientists that can lead and conduct translational nursing research has never been more important. As an academic institution with a research intensive mission, it makes sense for the School of Nursing to provide a research based doctoral program to educate and develop the next generation of nurse scientists.

I believe Oakland University School of Nursing has the capacity through its qualified faculty and its diverse practice partnerships to provide a quality PhD program that is rigorous and provides students opportunities within their communities to learn about and conduct meaningful research. This proposed program has been designed using pedagogy that supports the nontraditional learner. Its online format provides the flexibility required by professional nurses who are beginning their careers or mid-career. Having the complement of an annual face-to-face residency will provide the socialization necessary to develop a community of scholars within the School of Nursing. Using these methodologies will also allow the program to recruit a diverse group of students who range from local to international communities.

I look forward to the implementation of this program and commend the PhD task force who collected data to support the curriculum and diligently pursued the program approval process.

Sincerely,

Judy Didion PhD, RN
Dean, School of Nursing
Oakland University

2200 North Squirrel Road, Rochester, Michigan 48309-4401

October 3, 2017
Oakland University

School of Nursing

Graduate Council

It is with pleasure that I write in support of the proposal to establish a PhD in nursing program here at Oakland University. Oakland was a pioneer in clinical doctoral education in the state of Michigan when in 2007 we first started our Doctor of Nursing Practice (DNP) program. That program focused on translational research that would improve patient outcomes and improve the quality of care delivery. We have placed many alumni of that program in positions of influence in the health care system, both locally and nationally.

The PhD has a different focus. It concentrates on research that examines the gaps in previous research, is more theoretically based, and is designed to move the discipline, as opposed to the practice, of nursing forward. The research carried out by the graduates of the PhD program will serve as the basis for translational research of DNP students within our program. In addition, the academic and methodological rigor of this program will enhance Oakland's ability to influence scholarly thinking across the entire region.

This PhD program will **attract** students from across the entire Midwestern region. The types of research and researchers within the School of Nursing will attract those students from other strong public and private universities. We will attract students who have already attained the DNP degree and wish to explore the more rigorous theoretical and methodological implications of their current body of research. We will attract students who have been actively engaged in research at the undergraduate level and want to pursue a research career in nursing. Finally, we will attract students who have completed their master's degrees in a variety of nursing areas who see the need to hone their skills in research and scholarship.

The PhD program in nosing at Oakland University would enhance the overall educational experience for all students in the School of Nursing. Undergraduate students would benefit from have an increase in the availability of faculty engaged in high quality research in which they can participate. At the master's level, students would be able to explore the theoretical implications of their practice in more depth. At the DNP level, students would benefit from having a group of other students and faculty with strong theoretical and methodological skills to help them see the hidden implications in their research project.

The above arguments for the implementation of the PhD in nursing program lead me to the conclusion that the overall benefits of this program are such that the university would improve its standing and prestige, in addition to its output of high quality research.

If you should have any questions, please do not hesitate to contact me at your convenience.

Gary Moore, PhD, RN
Associate Dean
School of Nursing
Oakland University
Rochester, MI. 48309

October 5, 2017

Dr. Laura Pittiglio
Associate Professor
School of Nursing

Dear Dr. Pittiglio,

I received your request to review your proposal for a Ph.D. program in Nursing. I was pleased to do so. Of course, it is not my place to review the community need, nor the resource allocation, simply the academic relevance. With that in mind, I am very supportive of this effort.

After reading your proposal, I believe there are a number of possible collaborations with your program and The College. Programs in Psychology, Social Work, Philosophy, and Public Administration are among those that come to mind immediately. For example, our Philosophy Department is developing a faculty focus on ethical issues in STEM, including Bioethics. I would encourage you to explore these possibilities, especially as they relate to potential research collaborations and maximization of your own resources dedicated to this program. I believe that the collaborative model that our School of Medicine has used (with SEHS, as well as growing relationships with departments like Art and Art History) have the potential to be mutually beneficial.

If I can facilitate any of these potential collaborations, please do not hesitate to be in contact.

I wish you all the best with this program proposal.

Sincerely,

Kevin J. Corcoran, PhD.
Dean

College of Arts and Sciences
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Varner Hall, Room 217 | 371 Varner Drive, Rochester, Michigan 48309-4485
(248) 370-2140 | Fax: (248) 370-4280 | oakland.edu/cas

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School of Education and Human Services
Office of the Dean

Dr. Jon Margerum-Leys, Dean
415 C Pawley Hall
2200 North Squirrel Road
Rochester, MI 48309
jmleys@oakland.edu
(248) 370-3045

September 13, 2017

To Whom It May Concern:

As Dean of the School of Education and Human Service, I'm delighted to lend my support to the proposed Ph.D. in Nursing. In responding to America's need for increased quantity of nurses and improved quality and nursing care, preparation of research personnel will be a key factor. Among other roles these research personnel will fill will be that of university faculty. A lack of university nursing faculty is currently a bottleneck to allowing nursing programs to admit, train, and graduate the skilled nurses who are desperately needed in Michigan and across the country.

Recent updates to the proposed programs are clear improvements. The School of Nursing proposes a DNP to Ph.D. track, which will allow practitioners to gain the research preparation necessary to become fully equipped to be successful researchers. Also proposed is an online program, which should expand the potential audience for this important program.

In addition, the School of Education and Human Services expects that there will be opportunities for collaboration between and among doctoral students and faculty in our respective schools. It is unlikely that the proposed Ph.D. program will be in competition for doctoral students; it simply adds a needed avenue for candidates who come from and will in turn serve a currently underserved constituency.

Yours truly,

Jon Margerum-Leys

September 18, 2017

Oakland University
Graduate Council

The School of Engineering and Computer Science strongly supports the Oakland University School of Nursing proposal to develop a Doctor of Philosophy (Ph.D.) degree in Nursing.

I applaud this proposal to prepare scientists responsive to the changing healthcare needs of society. The development of a Ph.D. in Nursing will be beneficial to implementing and improving healthcare delivery in Southeast Michigan and the nation. In addition, the Ph.D. Program will fulfill the demands for a growing need for more nurse scientists.

Over the years, the nursing and engineering faculty have successfully collaborated on several projects and initiatives. I believe that with the establishment of the Ph.D. Program, our partnership and efforts will be strengthened and lead to multiple research endeavors.

The School of Engineering and Computer Science looks forward to enhancing our partnership with you and the proposed Ph.D. Program. We encourage collaborative and multi-disciplinary efforts at Oakland University. Finally, I enthusiastically support the School of Nursing proposal to develop a Doctor of Philosophy (Ph.D.) degree in Nursing.

Sincerely,

Louay M. Chamra, Ph.D.
Dean and Professor

Office of the Dean 87

Engineering Center, Room 301 | 115 Library Drive, Rochester, Michigan 48309-4479
(248) 370-2217 | Fax: (248) 370-4261 | Email: secsdean@oakland.edu | oakland.edu/SECS

October 4, 2017

Dear Faculty Senate Colleagues,

As Dean of the School of Health Sciences I write in support of the PhD Program proposal from the School of Nursing. The program is aimed at providing opportunities for qualified Nursing practitioners and educators, to pursue an academic doctorate by engaging in community-focused research that, in itself, will help serve the health needs of diverse communities. The flexible delivery of this program, through online teaching and communication methods, enables working professionals to take the next step in expanding their career, while continuing also to serve populations in need through Nursing employment.

The faculty of the School of Health Sciences are eager to share similarly qualified coursework, as well as faculty collaboration through co-mentoring opportunities. We look forward to expanding inter-professional education opportunities for the betterment of all current and future health professionals and we are eager to pursue community health improvement and translational research and scholarship goals with our Nursing colleagues and future doctoral students.

Sincerely,

Kevin Arthur Ball
Dean, School of Health Sciences

Oakland University
Graduate Council
Oakland University
School of
Graduate Council
MEDICINE
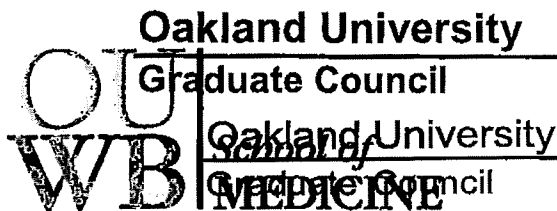
August 22, 2017

Judith Didion, PhD, RN, Dean
School of Nursing
Oakland University

Dear Dean Didion:

I am writing on behalf of the Oakland University William Beaumont School of Medicine to express support for the establishment of a doctoral program in nursing that will confer a PhD degree to students upon graduation.

We in the School of Medicine recognize the need for research in the discipline of Nursing and we are delighted to be partnered with your school in so many areas. The Faculty of the Oakland University William Beaumont School of Medicine are prepared to develop structured mentored research initiatives with doctoral nursing students as we have discussed.

We therefore wish you and your colleagues much success in developing this program and we endorse this with the highest level of enthusiasm.

Sincerely,

Robert Folberg, MD
Founding Dean, Oakland University William Beaumont School of Medicine
Chief Academic Officer, William Beaumont Hospital

OFFICE OF THE DEAN
OAKLAND UNIVERSITY WILLIAM BEAUMONT SCHOOL OF MEDICINE
428 O'Dowd Hall, 2200 North Squirrel Road, Rochester, MI 48309-4401
(248) 370-3634 | oakland.edu/medicine
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SON PhD Program Proposal 10.6.2017   88

OAKLAND UNIVERSITY

University Libraries
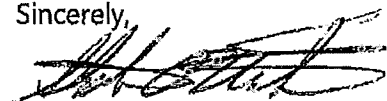*Knowledge Unbound*

August 24, 2017

To Whom It May Concern:

As Dean of the Oakland University Libraries, I enthusiastically add my voice to those supporting the proposal for a Ph.D. in Nursing, dated 8.22.2017. We recognize the need for more scholars in the field of nursing, not only to train future practitioners in this field, but also to conduct research leading to new knowledge in the nursing profession. Further, the demand for Ph.D.s in Nursing has increased, as hospitals are seeking these qualifications on their staffs, relative to quality ratings.

Oakland University's School of Nursing is a high quality program, capable of implementing this important program. The School of Nursing will also strengthen its reputation and ability to recruit high quality students by offering a Ph.D. program in Nursing. The addition of this program will also enhance opportunities for cross-disciplinary research on campus.

The Oakland University Libraries supports the proposal for this program.

Sincerely,

Stephen P. Weiter
Dean, Oakland University Libraries

September 12, 2017

Ms. Judy Didion, Ph.D.
School of Nursing
OU 433 Meadow Brook Road, Human Health Bldg, Room 3001
Rochester MI 48309-4452

Dear Dr. Didion,

It is with great honor that this letter comes to strongly support the proposed Ph.D. Degree in Nursing at Oakland University. As you are aware, Ascension Crittenton has an endowed chair position within the O.U. Nursing Department. We have also been very active in both research and clinical partnerships and innovative projects.

The proposed pedagogy program and goals are consistent with the increasingly complex academic rigor needed within the continuum of healthcare. This curriculum development is especially relevant as Oakland University expands its medical school, and allied health programs. The future of collaborative research and the University's epistemological mission of "obligation to advance knowledge through applied research and scholarship" creates an imperative guest for the Ph.D. within nursing.

As a community and healthcare partner, Ascension Crittenton not only endorses your proposal, we will look forward to joining together for relevant and translationally based research and practice models and projects.

We look forward to your passion to expand scholarship and theoretical dissertation within the profession of nursing. Please feel free to contact us for any ongoing support and advancement of this proposal.

Sincerely,

Margaret A. Dimond, Ph.D.
President and CEO

Deborah King, RN, MSN
Chief Nursing Officer

1101 W. University Drive
Rochester, MI 48307
248 652-5198

HENRY FORD
WEST BLOOMFIELD HOSPITAL

Oakland University

Jody Didion, PhD, RN
Graduate Council
Oakland University School of Nursing
3001 Human Health Building
Rochester, MI 48309

Dear Dr. Didion,

The demand for nursing is projected to increase by over one million in the next 5 years as a nation. Currently bachelor prepared registered nurses are licensed at approximately 144,000 annually in the United States, which would yield 720,000 new licenses for nurses and yet there is over 500,000 projected to retire. Clearly the demand to meet the healthcare needs as baby boomers age is at great risk. The other component to consider is the fact that there is a nursing faculty shortage to expedite change to meet the demands. Thus, the time is now for Oakland University to implement a PhD in nursing program. This PhD program would provide opportunity to further develop nurse faculty and nurse researchers.

The demand for nursing research is critical to the nursing profession as many pursue Magnet designation. The need to demonstrate the use of evidence based practice and the impact to patient outcomes by providing value based care is essential in today's healthcare landscape. Mounting pressures on healthcare economics is driving the further development and need for efficient and high quality health care models. More than ever partnerships between academia and healthcare agencies for translational research and measurement of outcomes is an absolute necessity. Furthermore, in reviewing the proposal, the goals of the program are in alignment with the mission and vision of the School of Nursing. Advancing nursing knowledge and ensuring high quality care strengthens the profession of nursing and builds upon the success of other nursing programs at Oakland University.

As a member of the Board of Visitors for the School of Nursing at Oakland University, I feel strongly that a nursing PhD program will serve a need in our community and for the profession of nursing. The program will also further enhance the reputation of Oakland University School of Nursing as it will attract scholars and leaders from across the nation. Please feel free to contact me if you have any questions and I look forward to the approval and implementation of the PhD program in Nursing.

Sincerely,

Karen J Harris, MSN, RN, WHNP-BC

Karen Harris, MSN, RN, WHNP-BC
Chief Nursing and Operations Executive
Henry Ford West Bloomfield Hospital
6777 W. Maple Rd.
West Bloomfield, MI 48322

Beaumont

September 16, 2017

Judy Didion PhD, RN- Dean
Oakland University School of Nursing
3001 Human Health Building
433 Meadowbrook Road
Rochester, Michigan 48309-4452

Dear Dean Didion,

On behalf of Beaumont Health's Corporate Department of Nursing, I am writing this letter of support for the development of a Doctor of Philosophy (PhD) degree program within the School of Nursing at Oakland University. Beaumont Health's partnership with Oakland University is very long standing and the support needed by our health system for nurse scientists to help educate our direct care nurses, as well as our nurse leaders in the areas of practice, management, education and research is significantly increasing. The support of nurse scientists will be invaluable as we work to improve health care quality, lower costs and expand best practices across all of our sites.

The lack of PhD programs resulting from a shortage of PhD prepared faculty has been keenly felt in our state, where there has been a significant decrease in the number of PhD graduates over the last several years. This program can help meet the demand for PhD programs in our immediate area. Oakland University's program goals are to 1) generate knowledge that contributes to healthcare quality and the discipline of nursing; 2) contribute basic and applied knowledge to guide safe health care delivery and advance health outcomes; 3) prepare individuals for academic positions in the state of Michigan, nationally and globally; and 4) prepare transformational leaders for key positions in health care. These goals are consistent with our own and we look forward to many future opportunities to work collaboratively with Oakland University's PhD program students, graduates and faculty.

As Vice President of Nursing Practice and Staff Development for Beaumont Health, which employs over 10,000 nurses in 8 acute care hospitals and over 185 ambulatory sites, I highly support the development of a Doctor of Philosophy (PhD) program at Oakland University's School of Nursing. I believe this program will advance nursing research, evidence based practice and high quality healthcare outcomes for our community.

Respectfully,

Andrea Carr DNP, MSN, MSA, RN
Vice President- Nursing Practice, Staff Development, Magnet Program
Beaumont Health
2000 Town Center, Suite 1200
Southfield, MI 48075
248-495-4717

Andrea.Carr@beaumont.org

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Oakland University

Graduate Council

Beaumont

September 15, 2017

Judy Didion PhD, RN
Dean and Professor
Oakland University, School of Nursing
433 Meadow Brook Road
Rochester, Michigan 48309-4452

Dear Dean Didion,

The demand for nursing **research has escalated because** of the need to provide evidence for best practice, improve patient outcomes, and to design efficient and high quality health care models. Our healthcare system desires to collaborate with PhD faculty and students to identify and solve problems that translate into best practice to improve the quality of care delivered to our patients. To that end, we need our academic partners to create and/or enhance their nursing PhD programs in order to increase available PhD nursing faculty and PhD nursing students. After reviewing your nursing PhD proposal, I believe that the Oakland University School of Nursing can provide a quality PhD program that will bring innovation and collaborative projects locally and regionally.

Thank you for the opportunity to document my support of your proposed nursing PhD program for the Oakland University School of Nursing.

Sincerely,

Sandra Schmitt

Sandra Schmitt RN, BSN
Administrative Manager, Beaumont Health
Oakland University School of Nursing Board of Visitors Member

Oakland University

Graduate Council

APPENDIX L

Survey Data

Check all earned degrees from the list below:

Answer Options	Response Percent	Response Count
Baccalaureate Degree in Nursing	76.5%	79
Master's Degree in Nursing	18.4%	19
Master's Degree, not in Nursing	4.1%	4
DNP	1%	1
PhD or doctorate other than a DNP	0.0%	0
	Total	103

Are you interested in pusuing a PhD degree in Nursing?

Yes
No
Uncertain
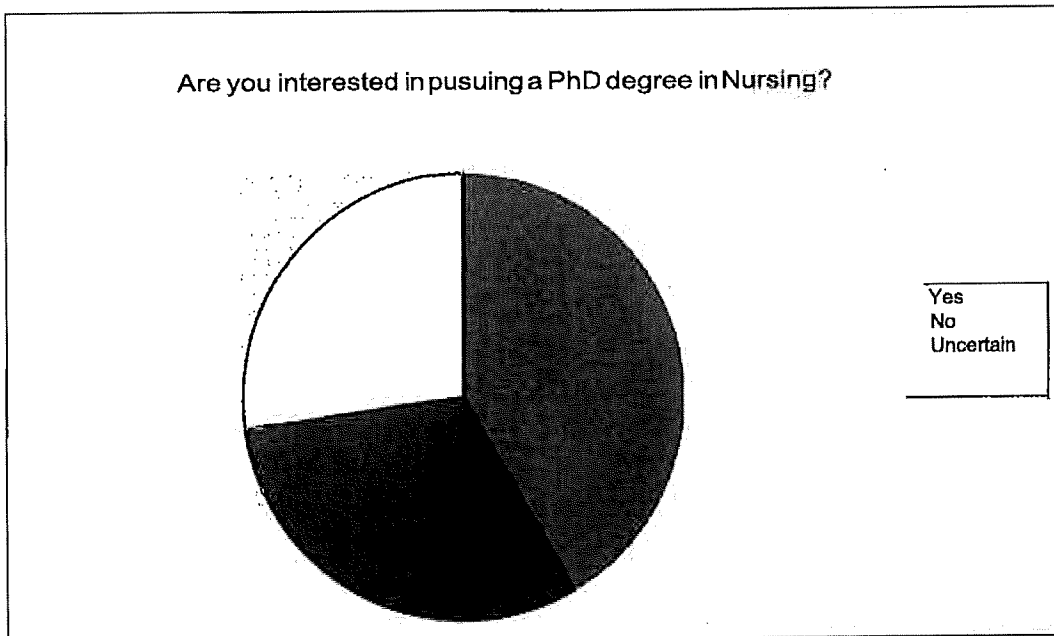
Yes	41.7%	43
No	31.1%	32
Uncertain	27.2%	28
	Total	103

Oakland University

Graduate Council

APPENDIX M

New Course Syllabi

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Graduate Research Practicum I

NRS 6XXX

CRN#

Faculty:

Oakland University
Graduate Council

COURSE NUMBER: <u>NRS 6XXX-CRN #</u>

CREDIT & HOUR <u>Credit</u> <u>Hrs/wkSemester hours</u>
ALLOCATION: 3   3 X 14   42

COURSE TITLE: <u>Graduate Research Practicum I</u>

SCHEDULED TIME <u>TBA</u>
& LOCATION:

FACULTY OF RECORD: TBA

PREREQUISTIES and/or CO-REQUISITES

Co-requisites: NRS 5312; NRS 5302; Prior approval of instructor

COURSE OVERVIEW
This experience is the equivalent of a graduate research project and provides the student an opportunity to develop foundational research skills under the guidance of a faculty mentor. These activities will focus on health care quality and/or health outcomes with a global perspective.

COURSE OBJECTIVES

1. Student and faculty mentor will identify an issue, problem or concern from their shared area of research.
2. Student will appraise the literature.
3. Student will design a study to examine the issue including statistical methodology for analysis.
4. Student will submit research proposal for IRB approval.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Graduate Research Practicum II

NRS 6XXX

CRN#

Faculty:

Oakland University
Graduate Council

COURSE NUMBER: <u>NRS 6XXX-CRN #</u>

CREDIT & HOUR
ALLOCATION:

Credit	Hrs/wkSemester hours	
2	2 X 14	28

COURSE TITLE: <u>Graduate Research Practicum II</u>

SCHEDULED TIME
& LOCATION: <u>TBA</u>

FACULTY OF RECORD: **TBA**

PREREQUISTIES and/or CO-REQUISITES

Pre-requisites: NRS 6XXX

COURSE OVERVIEW
This experience continues an oppmtunity for the student to develop foundational **research** skills under the guidance of a faculty member. These activities will focus on health care quality and/or health outcomes with a global perspective. Manuscript preparation is a requirement for completion of the course.

COURSE OBJECTIVES

1. The student will conduct data collection per previously designed study (GRP I).
2. The student will analyze the data and report the findings.
3. The student will prepare a manuscript for publication.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Philosophic Foundations of Advanced

Theory Development

NRS 9XXX

CRN#

Faculty:

Oakland University
Graduate Council

COURSE NUMBER: **NRS 9XXX-CRN #**

CREDIT & HOUR   Credit   Hrs/wkSemester hours
ALLOCATION: 4   4 x 14   56

COURSE TITLE: Philosophic Foundations of Advanced Theory Development

SCHEDULED TIME   TBA
& LOCATION:

FACULTY OF RECORD: **TBA**

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 5312; or an equivalent graduate level theory course_

COURSE OVERVIEW

This course provides students in nursing with the opportunity to synthesize philosophy of science positions found within and exterior to nursing with advanced nursing theory development processes. The course focuses on critical analysis and evaluation of major theoretical positions within nursing.

COURSE OBJECTIVES

1. The student will analyze and evaluate Practice Theory, Middle-Range Theory, and Nursing Conceptual Models.
2. The student will use one or more strategies to formulate theory at a chosen level.
3. The student will explicate a substruction of the formulated theory to their area of research.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Grant Writing

NRS SXXX

CRN #

Faculty:

Oakland University

Graduate Council

COURSE NUMBER: <u>NRS 8XXX-CRN #</u>

CREDIT & HOUR <u>Credit   Hrs/wkSemester hours</u>
ALLOCATION: 1   1 x 14   14

COURSE TITLE: <u>Grant Writing</u>

SCHEDULED TIME <u>TBA</u>
& LOCATION:

FACULTY OF RECORD: TBA

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 6XXX Graduate Research Practicum II; NRS 5312 or equivalent graduate nursing research

COURSE OVERVIEW

The course is designed to provide students with knowledge and skills necessary to conduct a systematic synthesis of research and writing a grant. This seminar includes in-depth review of processes and components of grants; research teams to develop substantive content; and peer review and critique.

COURSE OBJECTIVES

1. Student will identify a funding source that is suitable for their area of research.
2. Student will develop a grant proposal for peer review and critique.
3. Student will actively participate in the grant review process.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

HealthCare Economics

NRS 9XXX

CRN#

Faculty:

Oakland University

Graduate Council

COURSE NUMBER: **NRS 9XXX-CRN #**

CREDIT & HOUR ALLOCATION:	Credit	Hrs/wkSemester	hours
	3	3 x 14	52

COURSE TITLE: Healthcare Economics

SCHEDULED TIME & LOCATION: TBA

FACULTY OF RECORD: **TBA**

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 8221 Health Systems, Policy and Regulations; NRS 9XXX Advanced Health Care Statistics

COURSE OVERVIEW

This course combines concepts from economics with empirical evidence that suppmis practice to enhance students' understanding of how health care industries and markets function. Students' will explore institutional features of health economies locally and around the world. Such investigation may include the economic assessment of new technologies, as well as the appraisal of appropriate prices, variable public and private investment, and strategy.

COURSE OBJECTIVES

1. Students will develop an understanding of the economic principles that have influenced organizations and public policy from local to global venues.
2. Students will explore the markets for nurses in hospitals, outpatient, and long term care as well as academia.
3. The student will examine the role of informatics and evolving technologies in health care markets and decision making in health care delivery.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Seminar:

Healthcare Quality

NRS 9XXX

CRN#

Faculty:

Oakland University

Graduate Council

COURSE NUMBER: **NRS 9XXX-CRN #**

CREDIT & HOUR ALLOCATION:	Credit	Hrs/wkSemester hours	
	3	3 x 14	42

COURSE TITLE: Seminar: Health Care Quality

SCHEDULED TIME & LOCATION: TBA

FACULTY OF RECORD: TBA

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 9XXX Philosophical Foundations of Advanced Nursing Practice

COURSE OVERVIEW

This course focuses on quality health care domains of inquiry from individual to population perspectives. Quality is examined within health care institutions from local to global perspectives. Emphasis will include the development and execution of quality improvement and patient safety programs. Students will examine concepts such as patient safety culture, application of quantitative and qualitative methods, and experiences in leading interdisciplinary teams.

COURSE OBJECTIVES

4. The student will examine quality and safety within health care locally regional, and globally.
5. The student will apply qualitative and quantitative methods to areas of quality and safety in healthcare environments.
6. The students will explore the roles of the nurse scientist as a leader of an interprofessional and/or intraprofessional research team.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Seminar:

Advancement of Health

Outcomes

NRS 9XXX

CRN #

Faculty:

Oakland University
Graduate Council

COURSE NUMBER: NRS 9XXX-CRN #

CREDIT & HOUR
ALLOCATION:

Credit	Hrs/wkSemester	hours
3	3 x 14	42

COURSE TITLE: Seminar: Advancement of Health Outcomes

SCHEDULED TIME   TBA
& LOCATION:

FACULTY OF RECORD: **TBA**

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 9XXX Philosophical Foundations of Advanced Nursing Practice

COURSE OVERVIEW

This course examines lines of inquiry and health outcomes with a global perspective. Outcomes are defined as the measurable result of health care and may include collaboration, public policy, and outcome evaluation.

COURSE OBJECTIVES

7. Students will examine patient outcomes within health care locally regional, and globally.
8. Students will apply qualitative and quantitative methods to evaluate health outcomes.
9. Students will explore the roles of the nurse scientist as a leader of an interprofessional and/or intraprofessional team related to outcome evaluation and development of public policy.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Advanced Health Care Statistics

NRS 9XXX

CRN#

Faculty:

Oakland University

Graduate Council

COURSE NUMBER:	**NRS 9XXX-CRN #**

CREDIT & HOUR	Credit	Hrs/wkSemester	hours
ALLOCATION:	4	4 x 14	56

COURSE TITLE: Advanced Healthcare Statistics

SCHEDULED TIME   TBA
& LOCATION:

FACULTY OF RECORD:

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 5302 or graduate statistics course (minimum 3 credits)

COURSE OVERVIEW

The course will cover a range of advanced quantitative techniques, such as discriminant analysis, logistic regression analysis, principle component analysis, factor analysis, and cluster analysis. Students will also explore statistical analysis for advanced quantitative designs.

COURSE OBJECTIVES

1. Students will demonstrate proficiency in descriptive and basic inferential statistical tests and analyses.
2. Students will demonstrate an understanding of Structural Equation Modeling.
3. Students will critique advanced quantitative methods in health care research.
4. Students will demonstrate a conceptual understanding of Big Data management.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Quantitative Research Methods

NRS 9XXX

CRN#

Faculty:

Oakland University
Graduate Council

COURSE NUMBER:	NRS 9XXX-CRN #

CREDIT & HOUR
ALLOCATION:

Credit	Hrs/wkSemester	hours
3	3 x 14	52

COURSE TITLE: Quantitative Research Methods

SCHEDULED TIME
& LOCATION: TBA

FACULTY OF RECORD: TBA

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 9XXX Advanced Health Care Statistics

COURSE OVERVIEW

This course will cover basic concept application of descriptive and relational research design and statistics. Students will be introduced to designs available to address research aims, moving from descriptive to experimental. Statistical computing packages will be used. Students will be expected to generate and interpret results from statistical software. These activities will focus on health care quality and/or health outcomes with a global perspective.

COURSE OBJECTIVES

1. The student will examine various quantitative methods.
2. The student will explore and evaluate various statistical software.
3. The student will design a quantitative study pertaining to their area of research.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Qualitative Research Methods

NRS 9XXX

CRN #

Faculty:

Oakland University
Graduate Council

COURSE NUMBER:	**NRS 9XXX-CRN #**

CREDIT & HOUR	Credit	Hrs/wkSemester	hours
ALLOCATION:	3	3 x 14	52

COURSE TITLE: Qualitative Research Methods

SCHEDULED TIME   TBA
& LOCATION:

FACULTY OF RECORD: **TBA**

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 9X:XX Advanced Health Care Statistics

COURSE OVERVIEW

This course examines the principles and modes of qualitative research designs. Students will critically analyze systematic inquity, gathering and interpreting data generated for the understanding the individual, families, and communities, their transactions with others and their environments. Sampling methods will be discussed and analyzed with applicable computing packages. These activities will focus on health care quality and/or health outcomes with a global perspective.

COURSE OBJECTIVES

1. The student will examine various modes of qualitative research designs.
2. The student will discuss the attributes of various analytical qualitative software.
3. The student will examine the ways in which qualitative research can inform health care quality and patient outcomes with a global perspective.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

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Measurement and Design/Big Data

NRS 9XXX

CRN#

Faculty:

</div>

Oakland University
Graduate Council

COURSE NUMBER: **NRS 9XXX-CRN #**

CREDIT & HOUR   Credit   Hrs/wkSemester   hours
ALLOCATION: 3   3 x 14   52

COURSE TITLE: Measurement and Design/Big Data

SCHEDULED TIME   TBA
& LOCATION:

FACULTY OF RECORD: TBA

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 9XXX Advanced Health Care Statistics

COURSE OVERVIEW

This course will focus on various types of measurement and the accommodations necessary. Additionally, students will explore the use of large data sets and the measurement concerns with Big Data analysis.

COURSE OBJECTIVES

1. Student will develop an understanding of various measurement designs and their attributes.
2. Student will identify several measurements that relate to their research interest.
3. Students will identify a Big Data source that relates to their area ofresearch.
4. Students will examine the benefits and challenges of employing Big Data in research designs.
5. Students will explore statistical methods to analyze Big Data.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Mentored Research Experience

NRS 9XXX

CRN #

Faculty:

Oakland University
Graduate Council

COURSE NUMBER: <u>NRS 9XXX-CRN #</u>

CREDIT & HOUR
ALLOCATION:

<u>Credit</u>	<u>Hrs/wkSemester hours</u>	
2	2 x 14	28

COURSE TITLE: <u>Mentored Research Experience</u>

SCHEDULED TIME
& LOCATION: <u>TBA</u>

FACULTY OF RECORD: TBA

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: NRS 9XXX Quantitative Research Methods; NRS 9XXX Qualitative Research Methods

COURSE OVERVIEW
This experience provides the student an opportunity to develop their research skills working under the direction of a faculty mentor. These focus of these activities will be on health care quality and/or health outcomes with a global perspective pertaining to the students' specific area of research.

COURSE OBJECTIVES

1. With faculty mentor guidance, the student will identify necessary strategies to development their research.
2. The student will hone research skills in areas specific to the advancement of their program of research.

OAKLAND UNIVERSITY

SCHOOL OF NURSING

Dissertation Research

NRS 9999

CRN #

Faculty:

Oakland University
Graduate Council

COURSE NUMBER: **NRS 9XXX-CRN #**

CREDIT & HOUR   Credit_____ Hrs/wkSemester
ALLOCATION: hours_12-24

COURSE TITLE: Dissertation Research

SCHEDULED TIME   TBA
LOCATION:

FACULTY OF RECORD: **TBA**

PREREQUISTIES and/or CO-REQUISITES

Prerequisites: Student must reach candidacy status_

COURSE OVERVIEW
The completion of a specific project that is reviewed and evaluated by an academic committee is required for graduation. This project demonstrates synthesis of the student's course work and lays the foundation for future scholarship.

COURSE OBJECTIVES

1. The student will develop a research project approved by disseliation committee.
2. Student will obtain IRB approval.
3. Student will complete and defend disseliation research.

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School of Nursing
Doctor of Philosophy in Nursing
Pro Forma Budget updated April 2018

	ACCT	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
Revenue Variables:						
Total Headcount		8	16	24	26	28
BSN to PhD		2	4	6	8	10
MSN to PhD		3	6	9	9	9
DNP to PhD		3	6	9	9	9
Total Credit Hours		162	312	436	468	484
BSN to PhD		24	72	112	144	160
MSN to PhD		72	132	180	180	180
DNP to PhD		66	108	144	144	144
Total FYES		6.75	13.00	18.17	19.50	20.17
BSN to PhD		1.00	3.00	4.67	6.00	6.67
MSN to PhD		3.00	5.50	7.50	7.50	7.50
DNP to PhD		2.75	4.50	6.00	6.00	6.00
Total FTE		2.25	4.33	6.06	6.50	6.72
BSN to PhD		0.33	1.00	1.56	2.00	2.22
MSN to PhD		1.00	1.83	2.50	2.50	2.50
DNP to PhD		0.92	1.50	2.00	2.00	2.00
Tuition Rate Per Semester		749	772	795	819	843
Credits		162	312	436	468	484
Income						
Tuition		121,380	240,782	346,572	383,169	408,157
Total Income		121,380	240,782	346,572	383,169	408,157
Total Income 10% Attrition		109,242	216,704	311,915	344,852	367,341
Expenses	ACCT					
Salaries/Wages						
Faculty Salaries	6101	-	-	89,141	90,924	92,743
Clerical/technical	6211	-	-	-	-	-
Program Director	6201	-	-	-	-	-
Faculty Inload (Replacement Costs)	6301	12,442	12,816	13,200	13,596	14,004
Faculty Summer Pay	6301	-	-	-	-	-
Part-time Faculty	6301	-	-	-	-	-
Graduate Assistant	6311	-	14,000	28,000	42,000	42,000
Wages	6401	36,395	37,289	38,206	39,146	40,111
Student	6501	-	-	-	-	-
Total Salary Expenses		48,837	64,104	168,547	185,667	188,858
Fringe Benefits	6701	3,907	5,128	44,340	47,422	48,311
Total Compensation Expenses		52,744	69,233	212,888	233,089	237,169
Operating Expenses						
Graduate Assistant Tuition	7101		12,348	25,436	39,299	40,478
Supplies and Services	7101	35,000	35,000	35,000	35,000	35,000
Contract Services	7101	-	-	-	-	
Repairs and Maintenance	7111	-	-	-	-	
Travel	7201	15,000	15,000	15,000	15,000	15,000
Library	7401	9,689	10,414	11,194	12,035	12,938
Equipment	7501					
Total Operating Expenses		59,689	72,762	86,630	101,334	103,416
Total Expenses		112,433	141,995	299,518	334,424	340,585
Net Income/Loss		8,947	98,788	47,054	48,745	67,572
Net Income/Loss 10% Attrition		(3,191)	74,710	12,397	10,428	26,757

Proposal: Doctor of Philosophy in Nursing Degree

OU School of Nursing
Presentation to the Board of Trustees
June 4th, 2018

Rationale for Doctor of Philosophy in Nursing Degree

- Decline of PhD graduates

- Faculty shortages

- Students denied admission

- Aging doctorally prepared faculty

American Association of Colleges of Nursing

- Enrollments in PhD programs have decreased for the second consecutive year (2017)

- AACN urges all stakeholders to intensify their efforts to increase enrollment in research-focused doctoral programs (2017)

OU Doctor of Philosophy in Nursing Degree

- Doctor of Philosophy in Nursing Degree program
  - Accessible
  - Flexible
- Online nature
- Designated Pathways

OU Doctor of Philosophy in Nursing Degree

- BSN > MSN > DNP > PhD (80 Credits)

- MSN > DNP > PhD (60 Credits)

- DNP > PhD (48 Credits)

Regional Comparison

Oakland University	Wayne State University	Michigan State University	University of Michigan
BSN-PhD Total 80 credits	BSN-PhD Total 91 Credits	BSN-PhD Not Specified	BSN-PhD Total 51 Credits
MSN-PhD Total 60 Credits	MSN-PhD Total 67 Credits	MSN-PhD Total 67 Credits	MSN-PhD Total 45 Credits
DNP-PhD Total 48 Credits	DNP-PhD not offered	DNP-PhD not offered	DNP-PhD not offered

OU Doctor of Philosophy in Nursing Degree

- Prepare Nurse Scientist

- Students with diverse educational backgrounds

- Community enhancement
  - "Doctoral Week"
  - Presentations

Implications

- Advances the Discipline

- Enhanced Research

- Education

- Practice