



**YOUNGSTOWN
STATE
UNIVERSITY**

**BOARD OF TRUSTEES
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE**

**James E. "Ted" Roberts, Chair
Molly S. Seals, Vice Chair
All Trustees are Members**

**Wednesday, June 5, 2019
10:00 a.m.**

**Tod Hall
Board Meeting Room**

AGENDA

- A. Disposition of Minutes for Meetings Held March 6, 2019**
- B. Old Business**
- C. Committee Items**
 - 1. Academic Excellence and Student Success Consent Agenda Item**

- a. Academic Excellence Consent Agenda Item***

- Tab C.1.a.1. *1) Resolution to Modify 3356-10-18, Intellectual Property Rights**
Atty. David Sipusic, Associate General Counsel, will report.

- 2. Academic Excellence and Student Success Action Items**

- a. Academic Excellence Action Items**

- Tab C.2.a.1. 1) Resolution to Approve Doctorate in Nursing Practice (DNP) Nurse Anesthesia**
Program Option
Dr. Sal Sanders, Dean of the College of Graduate Studies, and Dr. Nancy Wagner,
Chairperson of the Department of Nursing, will report.

- Tab C.2.a.2. 2) Resolution to Approve List of Candidates to be Considered for Honorary**
Degrees

*Items listed under the Consent Agenda require Board approval; however, they may be presented without discussion as these items include only non-substantive changes.

Dr. Joseph L. Mosca, Interim Provost and Vice President of Academic Affairs, will report. Policy Number 3356-10-05, Honorary degrees and commencement speakers, is attached for your information.

Tab C.2.a.3. 3) Resolution to Approve Tenure for the Incoming Provost and Vice President for Academic Affairs

Dr. Joseph L. Mosca, Interim Provost and Vice President of Academic Affairs, will report.

Tab C.2.a.4. 4) Board Resolution on Strategic Planning

Atty. James "Ted" Roberts and Molly S. Seals, Chair and Co-chair of the Academic Excellence and Student Success Committee of the Board of Trustees, will report.

Tab C.2.a.5. 5) Board of Trustees Resolution Regarding Exceptional Student Government Association Leadership

Dr. Joseph L. Mosca, Interim Provost and Vice President of Academic Affairs, will report.

3. Academic Excellence and Student Success Discussion Items

a. Fall 2019 Enrollment Update

Mr. Eddie J. Howard, Vice President for Student Affairs, will present an update regarding fall 2019 enrollment.

Tab C.3.b. b. Higher Learning Commission Update

Dr. Kevin E. Ball, Associate Provost for Academic Planning and Programs, will report.

c. Student Success

Dr. Claire Berardini, Associate Provost, Student Success, and Dr. Michael Sherman, Special Assistant to the President, will report.

Tab C.3.d. d. Academic Senate Update

Dr. Chester R. Cooper, Chairperson of the Academic Senate, will report.

Tab C.3.e. e. Misconduct Report

Dr. Jennifer A. Pintar, Associate Provost for Academic Administration, will report.

Tab C.3.f. f. Progress on Faculty Workload

Dr. Jennifer A. Pintar, Associate Provost for Academic Administration, will report.

D. New Business

E. Adjournment

*Items listed under the Consent Agenda require Board approval; however, they may be presented without discussion as these items include only non-substantive changes.



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION TO MODIFY
INTELLECTUAL PROPERTY RIGHTS, 3356-10-18**

WHEREAS, University Policies are being created, reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Intellectual Property Rights, policy number 3356-10-18, shown as Exhibit __ attached hereto.

**Board of Trustees Meeting
June 6, 2019
YR 2019-**

3356-10-18 Intellectual property rights.

~~Previous Policy Number:~~ ~~1018.01~~

Responsible Division/Office: ~~Office of Graduate Studies and~~ Research

Responsible Officer: Provost and ~~Vice President~~ for Academic Affairs

Revision History: December 1999; ~~M~~March 2006; December 2011

~~June 2019~~

Board Committee: Academic ~~Excellence~~Quality and Student Success

~~Effective Date:~~ ~~June 6, December 14, 2019~~

Next Review: ~~2020~~16

~~(A)~~ ~~(A)~~ Policy statement. Youngstown State University (“University”) encourages ~~t~~he development and dissemination of intellectual property that benefit the public, the university and its faculty, staff, and students. Research and scholarship are encouraged through an appropriate allocation of intellectual property rights between the creator and the university. Except for works for hire and joint efforts, an employee’s or student’s rights to copyrightable materials shall be governed by the applicable provisions of state and federal law. For all other intellectual property not governed by the copyright protection laws, the applicable state and federal laws shall govern the employee, student, university and external entity rights to such property. The president and the associate ~~vice president~~provost for research and ~~director of research~~dean of graduate studies and research are specifically designated to serve as authorized institutional officials with the right to approve licensing and royalty agreements with entities entering into a contractual or grant relationship for research and development activities to be carried out by the university.

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~~(B)~~ Purpose. To establish rules regarding the ownership, distribution and commercialization of intellectual property created by University faculty, staff and students.

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~~(C)~~ Definitions.

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- (1) “Intellectual property” includes inventions, discoveries, works of authorship and/or other creative works that may be subject to protection under federal or state patent, copyright, trademark and/or trade secret laws.

- (2) "Invention" is any discovery, product, process, machine, composition of matter and/or improvement that may be patentable.
- (3) "Patent/patentable" is any invention or other matter that may be patentable under the patent laws of the United States or foreign country.
- (4) "Trade secret" is any information that derives economic value from not being readily known or available to others and is protected from disclosure by reasonable efforts.
- (5) "Copyright/copyrightable" is any original work of authorship protectable under the copyright laws of the United States or foreign country.

(6) "Commercialization" includes, but is not limited to, the creation, protection, marketing or licensing of intellectual property, manufacturing of a product based on a license of intellectual property or the sale of technology based on a license of intellectual property.

(C) Parameter. Section 3345.14 of the Revised Code provides that all rights to discoveries, inventions, or patents that result from research or investigation conducted in any facility of a state university are the sole property of the university. The board of trustees may assign, license, transfer, or sell these rights as the board deems appropriate.

(D) Procedures.

- (1) The associate ~~vice president~~provost for research and ~~director of research~~dean of graduate studies and research ~~are~~is responsible for administering intellectual property procedures as described in the "Handbook on Ownership of Intellectual Property" and for procedures for the allocation of income from intellectual property. Any faculty member, employee, or student who creates intellectual property that can be patented under applicable federal laws must disclose that information to the associate provost for research and dean of graduate studies and research according to the procedures described in the "Handbook on Ownership of Intellectual Property."

- (2) As part of the duties of the associate ~~vice president~~provost for research ~~or director of research and dean of graduate studies and research~~hand as authorized institutional officials for grants and sponsored programs, ~~those individuals~~dean may agree to assignment of intellectual property to the funding agency, provided that such assignment is appropriate to the project and maintains university rights to all or an equitable portion of royalties that may be generated by the project. Externally sponsored research is always between the sponsor, as grantor, and the university, as grantee. Therefore, the university exercises intellectual property ownership over all intellectual property resulting from sponsored program support. No employee, other than an authorized institutional official, may sign on behalf of the university for any sponsored program, licensing, or related agreement.
- (3) The university research council advises the associate provost for research and dean of graduate studies and research regarding the ownership of intellectual property and the distribution of income derived from the intellectual property.

(E) Ownership.

- (1) "Employee-owned." Intellectual property privately created, made or originated by a faculty member, employee, or student without the use of university facilities shall be the sole and exclusive property of the creator(s), except as he or she may voluntarily choose to transfer such property, in full or in part.
- (2) "University-owned." The university shall own the intellectual property in the following circumstances:

- (a) ~~(a)~~A work prepared by a faculty member, employee or student within the scope of his or her employment, including distance education eourses, courses. However, the University hereby grants the faculty member or employee a nonexclusive, perpetual, royalty-free license to use works created as course materials for teaching and education purposes in the event they are no longer employed by the University.

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- | (b) The university expressly directs a faculty member, employee, or student to create a specified work or the work is created as a specific requirement of employment or a credit-bearing course or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement.
 - | (cb) The faculty member, employee, or student has voluntarily transferred the intellectual property, in whole or in part, to the institution. Such transfer shall be in the form of a written document signed by the transferring individual.
 - | (de) The faculty member, employee, external entity, or student has contributed to a joint effort which has the ownership rights and any income distribution set forth in writing. Unless agreed in writing, otherwise, all intellectual property developed by students shall be the property of the university. Absent specific agreement for the ownership of intellectual property resulting from a sponsored program supported by an external entity, the intellectual property will be the property of the university.
- (3) Distribution of royalties/income. All net income and royalties received as a result of university ownership of intellectual property will be distributed according to the current collective bargaining agreements and/or other contractual agreements with external organizations acting on behalf of Youngstown state university.

3356-10-18 Intellectual property rights.

Responsible Division/Office: Office of Research
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: December 1999; March 2006; December 2011
June 2019
Board Committee: Academic Excellence and Student Success
Effective Date: June 6, 2019
Next Review: 2020

- (A) Policy statement. Youngstown State University (“University”) encourages the development and dissemination of intellectual property that benefit the public, the university and its faculty, staff, and students. Research and scholarship are encouraged through an appropriate allocation of intellectual property rights between the creator and the university. Except for works for hire and joint efforts, an employee’s or student’s rights to copyrightable materials shall be governed by the applicable provisions of state and federal law. For all other intellectual property not governed by the copyright protection laws, the applicable state and federal laws shall govern the employee, student, university and external entity rights to such property. The president and the associate vice president for research and director of research are specifically designated to serve as authorized institutional officials with the right to approve licensing and royalty agreements with entities entering into a contractual or grant relationship for research and development activities to be carried out by the university.
- (B) Purpose. To establish rules regarding the ownership, distribution and commercialization of intellectual property created by University faculty, staff and students.
- (C) Definitions.
- (1) “Intellectual property” includes inventions, discoveries, works of authorship and/or other creative works that may be subject to protection under federal or state patent, copyright, trademark and/or trade secret laws.

- (2) "Invention" is any discovery, product, process, machine, composition of matter and/or improvement that may be patentable.
 - (3) "Patent/patentable" is any invention or other matter that may be patentable under the patent laws of the United States or foreign country.
 - (4) "Trade secret" is any information that derives economic value from not being readily known or available to others and is protected from disclosure by reasonable efforts.
 - (5) "Copyright/copyrightable" is any original work of authorship protectable under the copyright laws of the United States or foreign country.
 - (6) "Commercialization" includes, but is not limited to, the creation, protection, marketing or licensing of intellectual property, manufacturing of a product based on a license of intellectual property or the sale of technology based on a license of intellectual property.
- (C) Parameter. Section 3345.14 of the Revised Code provides that all rights to discoveries, inventions, or patents that result from research or investigation conducted in any facility of a state university are the sole property of the university. The board of trustees may assign, license, transfer, or sell these rights as the board deems appropriate.
- (D) Procedures.
- (1) The associate vice president for research and director of research are responsible for administering intellectual property procedures as described in the "Handbook on Ownership of Intellectual Property" and for procedures for the allocation of income from intellectual property. Any faculty member, employee, or student who creates intellectual property that can be patented under applicable federal laws must disclose that information to the associate provost for research and dean of graduate studies and research according to the procedures described in the "Handbook on Ownership of Intellectual Property."
 - (2) As part of the duties of the associate vice president for research or

director of research and as authorized institutional officials for grants and sponsored programs, those individuals may agree to assignment of intellectual property to the funding agency, provided that such assignment is appropriate to the project and maintains university rights to all or an equitable portion of royalties that may be generated by the project. Externally sponsored research is always between the sponsor, as grantor, and the university, as grantee. Therefore, the university exercises intellectual property ownership over all intellectual property resulting from sponsored program support. No employee, other than an authorized institutional official, may sign on behalf of the university for any sponsored program, licensing, or related agreement.

- (3) The university research council advises the associate provost for research and dean of graduate studies and research regarding the ownership of intellectual property and the distribution of income derived from the intellectual property.

(E) Ownership.

- (1) “Employee-owned.” Intellectual property privately created, made or originated by a faculty member, employee, or student without the use of university facilities shall be the sole and exclusive property of the creator(s), except as he or she may voluntarily choose to transfer such property, in full or in part.
- (2) “University-owned.” The university shall own the intellectual property in the following circumstances:
 - (a) A work prepared by a faculty member, employee or student within the scope of his or her employment, including distance education courses. However, the University hereby grants the faculty member or employee a nonexclusive, perpetual, royalty-free license to use works created as course materials for teaching and education purposes in the event they are no longer employed by the University.
 - (b) The university expressly directs a faculty member, employee, or student to create a specified work or the work is created as a specific requirement of employment or a credit-bearing course or as an assigned institutional duty

that may, for example, be included in a written job description or an employment agreement.

- (c) The faculty member, employee, or student has voluntarily transferred the intellectual property, in whole or in part, to the institution. Such transfer shall be in the form of a written document signed by the transferring individual.
 - (d) The faculty member, employee, external entity, or student has contributed to a joint effort which has the ownership rights and any income distribution set forth in writing. Unless agreed in writing, otherwise, all intellectual property developed by students shall be the property of the university. Absent specific agreement for the ownership of intellectual property resulting from a sponsored program supported by an external entity, the intellectual property will be the property of the university.
- (3) Distribution of royalties/income. All net income and royalties received as a result of university ownership of intellectual property will be distributed according to the current collective bargaining agreements and/or other contractual agreements with external organizations acting on behalf of Youngstown state university.



**RESOLUTION TO APPROVE
DOCTOR OF NURSING PRACTICE – ANESTHESIA OPTION**

WHEREAS, the Bitonte College of Health and Human Services and the College of Graduate Studies are proposing a new Doctor of Nursing Practice (DNP) degree that will be a professional degree program for Nurse Anesthetist students; who upon completion of this program will be eligible to take examinations for national certification from the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA); and

WHEREAS, the Nurse Anesthetist option was added to the Master of Science in Nursing degree at YSU in partnership with St. Elizabeth Health Center School of Nurse Anesthetists, Inc. in 2001 and the program continues to provide graduate education opportunities meeting the needs of nurses wishing to specialize in anesthesia; and

WHEREAS, the current MSN program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) and the COA has mandated that students accepted into such accredited programs in the year 2022 and beyond must graduate with doctoral degrees; and

WHEREAS, the Bitonte College of Health and Human Services already offers robust graduate programs in Nursing including Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Nurse Education and Nurse Anesthesia; and

WHEREAS, the proposed doctoral program will take advantage of the synergistic relationships among the Youngstown State University Department of Nursing, other departments housed in the Bitonte College of Health and Human Services and Bon Secours Mercy Health - St. Elizabeth Youngstown Hospital to provide students with a professional educational experience; and patients with high quality health care; and

WHEREAS, the proposed degree program will create a career pathway for nursing professionals; and

WHEREAS, Youngstown State University and the School of Nurse Anesthetists have physicians, certified registered nurse anesthetists, nurses and faculty members with the requisite credentials to offer this degree; and

WHEREAS, the proposed DNP program will provide an opportunity to meet an institutional need at Youngstown State University to increase graduate student enrollment; and

WHEREAS, the outcomes for the proposed DNP program are in compliance with the American Association of Colleges of Nursing's (AACN) eight essential elements identified in the *Essentials*

of Doctoral Education for Advanced Nursing Practice and the Council on Accreditation's Standards for Accreditation of Nurse Anesthesia Programs ; and

WHEREAS, the proposed degree program is consistent with the mission of Youngstown State University, the Bitonte College of Health and Human Services, the College of Graduate Studies and the Department of Nursing while providing practitioners to meet critical healthcare needs of the community, region and beyond.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of the Doctor of Nursing Practice degree subsequent to the approval of said degree by the Ohio Department of Higher Education and the Higher Learning Commission.

**Board of Trustees Meeting
June 6, 2019
YR 2019-**

Youngstown State University

Full Proposal

Doctor of Nursing Practice Nurse Anesthesia Option

**Chancellor's Council on Graduate Studies
OHIO Department of Higher Education**

April 30, 2019

1. Academic Quality

The Bitonte College of Health and Human Services, Department of Nursing is proposing a new Doctor of Nursing Practice (DNP) degree for Nurse Anesthetists. This program will be offered in affiliation with St. Elizabeth Health Center School for Nurse Anesthetists, Inc. Currently, the Department of Nursing and St. Elizabeth Health Center School for Nurse Anesthetists, Inc. offer a master's degree in nursing with a Nurse Anesthetist option.

The Certified Registered Nurse Anesthetist (CRNA) is an advanced practice registered nurse (APRN) who practices both autonomously and in collaboration with a variety of health providers on the interprofessional team to deliver high-quality, holistic, evidence-based anesthesia and pain care services. The CRNA cares for patients at all acuity levels across the lifespan in a variety of settings for procedures including, but not limited to, surgical, obstetrical, diagnostic, therapeutic, and pain management.

Competency

Youngstown State University offers 57 graduate programs. Of these, there are 43 master's programs, three doctoral programs, the Ed.D. in Educational Leadership, the Ph.D. in Materials Science Engineering, and the Doctorate in Physical Therapy, with the rest being graduate certificate programs.

The Bitonte College of Health and Human Services has been offering undergraduate programs in Nursing, Allied Health (Emergency Medical Technician, Medical Technology, Respiratory Therapy, Dental Hygiene) Dietetics and Social Work. The healthcare programs that require national accreditation all currently have full accreditation, which reflects the high quality of the programs. These programs have strong graduation and national board pass rates.

The Bitonte College of Health and Human Services also offers strong graduate programs including a Masters in Respiratory Care, Master in Health and Human Services, a Master in Public Health (consortium with Northeast Ohio School of Medicine), a Master in Athletic Training, and an entry level Doctor of Physical Therapy.

The Master of Science in Nursing comprises four options (Family Nurse Practitioner, Adult Gerontology-Acute Care Nurse Practitioner, Nurse Education and Nurse Anesthetist). The department also offers the following post-graduate degree certificates: Adult Gerontology-Acute Care Nurse Practitioner, Family Nurse Practitioner and Nurse Education. Both master's and baccalaureate nursing degree programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE) and the Accreditation Commission for Education in Nursing (ACEN).

The Nurse Anesthetist option was added to the Master of Science in Nursing (MSN) program in 2001 in conjunction with St. Elizabeth Health Center School of Nurse

Anesthetist Inc. Enrollment in the Nurse Anesthetist option has always been robust, graduating ten to fifteen students each December. The curriculum is designed to prepare graduates for practice in the advanced practice role of nurse anesthetist. Upon successful completion of this program, graduates are eligible to sit for national certification from the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA). The Nurse Anesthetist option is fully accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The COA supports doctoral education for entry into nurse anesthesia practice by 2025 and has mandated that students accepted into an accredited program on January 1, 2022 and thereafter must graduate with doctoral degrees.

The outcomes for the YSU DNP program are in compliance with the standards of the AACN eight essential elements as identified in *The Essentials of Doctoral Education for Advanced Nursing Practice*. (AACN, 2007). The YSU DNP program outcomes are listed below.

1. Synthesize knowledge derived from a strong scientific foundation in order to demonstrate expertise in advanced nursing practice.
2. Analyze and translate research and data to support evidence-based practice.
3. Lead interprofessional collaboration to enhance and improve population health outcomes.
4. Utilize information systems and technology to improve health care.
5. Develop, influence or implement health care policies.

Curriculum

The Doctorate of Nursing Practice (DNP) program will be structured to allow licensed registered nurses who have at least a bachelor of science in nursing degree (BSN) to enter this BSN to DNP nurse anesthesia program. Students will be required to be licensed as an RN in the state of Ohio. An applicant who has earned a master's degree in another area of nursing may be considered, however, this is not a doctoral completion program for current certified registered nurse anesthetists (CRNAs).

Courses - The Youngstown State University BSN to DNP program is 100 credits, offered mostly on-campus and at clinical sites on a full-time basis (9 terms over three years). The courses are split between DNP didactic core courses to be offered at Youngstown State University and DNP didactic and clinical courses offered at St. Elizabeth Health Center School for Nurse Anesthesia, Inc., located at Mercy Health Youngstown Hospital. Additional clinical courses and opportunities for students to accrue clinical hours will also be offered at Akron Children's Hospital, Boardman Campus, located in Youngstown, Ohio.

This DNP program prepares students through course work that develops knowledge and skill in anesthesia practice as well as in organizational and leadership skills. The rigorous curriculum features courses addressing chemistry and physics of anesthesia, advanced

pharmacology, advanced physiology and pathophysiology, advanced health assessment, basic-to-advanced principles of anesthesia care, and the professional role. Courses in this practice-focused doctoral program cover the evidence for practice, organizational and systems leadership, informatics, health care policy and finance, evidence-based practice, patient safety and population health, and interprofessional collaboration for improving patient and population health outcomes.

The curriculum was planned to provide the students with a combination of didactic and clinical courses during most semesters. By the end of the program, students will have managed more than 800 anesthesia cases and documented more than 3000 clinical hours. All courses will be taught by doctoral-prepared faculty. See the courses below and on the DNP Curriculum Grid, Appendix A.

Table 1. YSU and St. Elizabeth Health Center School for Nurse Anesthesia Courses

YSU Courses	St Elizabeth Health Center School for Nurse Anesthesia Courses
Anatomy and Physiology I Anatomy and Physiology II Biostatistics Advanced Pathophysiology Advanced Health Assessment Health Policy Evidence-Based Practice I Evidence-Based Practice II Epidemiology Healthcare Finance and Practice Management Ethics in Advanced Nursing Practice DNP Scholarly Project I (shared) DNP Scholarly Project II (shared) Leadership and Collaboration for the DNP Nurse Anesthetist	Pharmacology for Nurse Anesthetists I Pharmacology for Nurse Anesthetists II Professional Role for Nurse Anesthesia Practice Chemistry, Biochemistry & Physics for Nurse Anesthesia Introduction to Clinical Anesthesia Principles and Practice of Nurse Anesthesia Principles of Anesthesia I Principles of Anesthesia II Principles of Anesthesia III Principles of Anesthesia IV Principles of Anesthesia V Ultrasound & Radiology Clinical Practicum I (2½ days) Clinical Practicum II (3 days) Clinical Practicum III (3 days) Clinical Practicum IV (3 days) Clinical Practicum V (3 days) Clinical Practicum VI (4 days) Clinical Practicum VII (4 days) Clinical Practicum VIII (4 days) Clinical Practicum IX (4 days) DNP Scholarly Project I (shared) DNP Scholarly Project II (shared) Teaching, Curriculum and Evaluation Seminar Anesthesia Synthesis: Comprehensive Review

Scenario Simulation - Within the Introduction to Clinical Anesthesia, Clinical Practicum and all Principles of Anesthesia courses, the anesthesia students will be utilizing scenario simulation, a valued educational strategy in nursing and health care education. The advantages of using simulation in nurse anesthesia education is well documented including the following points:

- No risk is posed to the patient
- Routine procedure and complex device practice
- Roles can be rotated
- Learning the use of the anesthesia machine, central line and arterial line placement and the use of ultrasound technology
- Errors can be allowed to occur that in a clinical setting would require immediate intervention
- Debriefing is imperative for reflection and discussion of alternative nursing interventions.

The YSU Department of Nursing John and Dorothy Masternick Nursing Simulation Lab will be used for the simulation activity. The lab is well equipped with three high fidelity manikins including an adult, a child and a pregnant woman. Multiple medium fidelity manikins are also available to students to practice skills. The manikins plus a recently purchased anesthesia machine, ultrasound machine, monitors, IV pumps, intubation equipment, medication cart and central venous, spinal and epidural nerve block devices provide a life-like experience for the students.

Evidence-based Practice and DNP Scholarly Project- Two Evidence-based Practice courses will provide students with the concepts of nursing research and evidence-based practice. At the conclusion of the two courses, students will be able to examine the literature and reflect on the use of the study findings for the benefit of patient outcomes. Additionally, these courses will prepare the nurse anesthesia students for work on their DNP scholarly projects. Nursing and anesthesia faculty and experts in the field will comprise a committee to assist the students with completion of the scholarly projects.

Advising- Personalized advising helps each student to acquire the right mix of clinical experiences to augment didactic coursework and prior professional experiences. It is anticipated that the student cohort will move through the selected courses of the curriculum in a sequential way during their full-time study.

Experience and number of faculty

The Doctorate for Nursing Practice (DNP) for nurse anesthesia students will be supported with two faculty groups. The first group, comprised mostly of doctoral-prepared nursing faculty at Youngstown State University, will teach all DNP non-clinical courses. The

second group, comprised of doctoral-prepared CRNAs and physician anesthesiologists, are qualified and credentialed to teach nurse anesthesia didactic and clinical courses. Additional YSU faculty who possess appropriate academic degrees in their fields will teach designated courses.

Dr. Valerie O'Dell, DNP, RN, CNE, Associate Professor and Graduate Program Director at Youngstown State University Department of Nursing will have administrative responsibilities for the DNP program. Dr. O'Dell has been a nursing educator for the last 30 years. She has been employed at Youngstown State University since 1996 and currently teaches master's level courses, Professional Issues, Nursing Science and Research 1, Nursing Science and Research 2, and Capstone Practicum.

Administrative responsibilities for at the DNP program at St. Elizabeth Health Center School for Nurse Anesthesia, Inc. will be directed by Dr. Patricia Kostelnak, DNAP, APRN-CRNA, Program Director. Dr. John Underwood, DNAP, APRN-CRNA, Assistant Program Director, will also have teaching and administrative responsibilities. Dr. Patricia Kostelnak has been a registered nurse for 28 years and a certified registered nurse anesthetist since 2015. Dr. John Underwood has been a registered nurse for 25 years and a certified registered nurse anesthetist since 2016. They have taught multiple anesthesia didactic and clinical courses and will teach the courses at the doctoral level.

The DNP curriculum design and creation of the doctoral student learning outcomes is based upon the American Association of Colleges of Nursing (AACN) Essentials for Doctoral Education and the Council on Accreditation of Nurse Anesthesia Educational Program standards. Those involved in the creation of the program are Youngstown State University faculty, Dr. O'Dell and Department of Nursing chair and professor, Dr. Nancy Wagner, DNP, RN, CNE. From the St. Elizabeth Health Center School for Nurse Anesthesia, Inc. nurse anesthetists, Drs. Kostelnak and Underwood, and nurse anesthetist and former program director, Dr. Beverly Rodgers, DNAP, APRN-CRNA collaborated on the curriculum design, course syllabi, and required documentation.

Those faculty designated to teach in the DNP program are listed in the table below. Their expertise in the DNP courses has been well established. In addition to teaching in the DNP curriculum, they will work with and advise students for their scholarly projects and will participate on their committees.

Table 2. Faculty

Youngstown State University Nursing Faculty	St. Elizabeth Health Center School for Nurse Anesthesia, Inc. Faculty
Dr. Kimberly Ballone, DNP, APRN-CNP (Professor)	Dr. Patricia Kostelnak, DNAP, APRN-CRNA
Dr. Patricia Hoyson, PhD, APRN-CNP (Professor)	Dr. John Underwood, DNAP, APRN-CRNA
Dr. Susan Lisko, DNP, RN, CNE (Professor)	Dr. Beverly Rodgers, DNAP, APRN-CRNA
Dr. Valerie O'Dell, DNP, RN, CNE (Professor)	Dr. Steven Sheakoski, MD
Dr. Pamela Schuster, PhD, APRN-CNP (Professor)	
Dr. Nancy Wagner, DNP, RN, CNE (Professor)	
Dr. Amy Weaver, PhD, RN, CNE (Associate Professor)	

From the Department of Mathematics and Statistics, Dr. Guang-Hwa (Andy) Chang will teach biostatistics. Dr. Chang holds a PhD in mathematics and has been teaching biostatistics for over 30 years at YSU and at the Northeast Ohio Medical University in Rootstown, OH. Dr. Nicolette Powe, Assistant Professor in the Department of Health Professions, will collaborate with the nursing faculty in the Health Policy course. In addition to teaching, Dr. Powe has been program manager for various public health projects and was the Director of Health Equity in the Society of Public Health Education in Washington, DC for seven years.

Adequacy of students

The DNP – Nurse Anesthetist option is designed to accept students who possess a bachelor's degree in nursing from an accredited program. Acceptance into the YSU DNP – Nurse Anesthetist option is contingent upon acceptance into the St. Elizabeth Health Center School for Nurse Anesthetists, Inc. All applicants must meet the following requirements:

- Regular admission requires a cumulative undergraduate grade–point average of at least 3.0 (on a 4.0 scale);
- Satisfactory completion of undergraduate courses in health assessment, statistics, and research methods;
- Hold a BSN degree from an accredited program;
- Current Registered Nurse license and a minimum of one-year professional work experience in a critical care unit, CCRN preferred;
- Current CPR certification, current immunizations, drug screening and criminal background checks are to be maintained while in the program;

- Submission of an official report of Graduate Record Examination (General Test) scores completed within the past five years;
- Successful/satisfactory interview; and
- Students not meeting regular admission requirements may be provisionally admitted. See the Graduate Bulletin under Provisional Admission.

Upon successful completion of the degree program, graduates are eligible to sit for the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA). Once certified, CRNAs must apply for an Advanced Practice Register Nurse (APRN) license to practice in the State of Ohio or abide by the laws of the state in which they intend to practice.

Computational Resources

Youngstown State University includes an Information Technology Services Department that provides technology infrastructure and support for students, faculty and university administration.

Computational Resources

Youngstown State University includes an Information Technology Services Department that provides technology infrastructure and support for students, faculty and university administration. (<http://cms.yosu.edu/administrative-offices/information-technology-services/its-home>) In their mission statement the breadth of services is addressed: "Information Technology Services provides a broad range of services in a distinct academic environment to support teaching and learning, scholarship and research, and the administrative and business operations of the University. Its primary mission is to provide the infrastructure and support necessary to enable the University community to use information technology effectively to facilitate the institutional mission of providing "open access to high-quality education".

This department supports the computer needs of faculty, staff and students. Students will have access to the needed statistical software packages, for example Excel and SPSS. Additional software required within certain courses will be made available to students on an as needed basis.

Library

MAAG LIBRARY FACILITIES

The six-story William Maag, Jr. Library built in 1976, offers 150,000 square feet of interior space with seating available for over 1,500 students. The Reference/Computer Lab and Circulation are located on the main level of the library. The Multimedia Center, Microforms Center, and the Maag Café are located on the third floor. The Library Instruction Room, Group Study Rooms (media equipped with whiteboards), and the Tech Desk are located on the fourth floor. Archives & Special Collections is on the fifth floor. Bound Journals and the Government Documents Collection are on the sixth level. The Curriculum Resource Center (CRC) is located on the main floor of the Beeghly College of Education. The

circulating collection is located on floors 3, 3A, 4, 4A, 5, 5A, 6, and 6A. Group Study is available on floors 3, 3A, 4, and 4A, while Silent Study is available on floors 5, 5A, 6, and 6A. Mobile whiteboards are scattered throughout the building for students to use and markers are available at Circulation. Study rooms are available on three-hour intervals. Students and faculty engaged in research may apply for research rooms assigned by semester.

MAAG LIBRARY SERVICES

Reference Services:

- A Health Science Librarian is available specifically for students within the Bitonte College of Health and Human Services for in-person and online research assistance.
- Other librarians are available in the Reference Room.
- Students may make appointments with a subject librarian for in-depth research.
- Students may call the reference desk or individual librarians for research help.
- Students may use Maag's Ask A Librarian email service.
- Students may consult Maag's Research Guides for research help in specific subjects or for specific classes.
- Faculty may request library instruction sessions from subject librarians.
- The Library Audio Tour is available online and on iPods available at the Reference Desk.
- Research Tutorials are available on the Maag Library website.

Circulation Services:

- YSU students may checkout materials from the MaagNET Library Catalog or pickup and checkout materials requested from other Ohio libraries through the OhioLINK Library Catalog.
- Faculty and students may use InterLibrary Loan to request copies of articles not available full text through Maag's databases.

SUMMARY OF MAAG LIBRARY MATERIALS AND SERVICES FOR NURSING

Nursing students and faculty have access to a large collection of books, journals and research databases through Maag Library and OhioLINK. Holdings are easily accessible by using two online catalogs: MaagNET Library Catalog and the OhioLINK Library Catalog. Maag Library has access to sufficient information for the completion of student research projects. The local collection includes resources in multiple formats.

Table 3. Maag Library Nursing Materials

Materials	Nursing Collection	Total Maag Collection
Books and Other	4771	1,296,807
Books and Other 2003-2013	283	88,830
Print and Electronic Journals	571	79,097
Databases with full text	15	230

RESEARCH RESOURCES

Nursing students and faculty have access to many useful Research Databases, which may be accessed through the Maag Library website. For articles not available full text, copies may be requested through InterLibrary Loan. When off campus, students can login to the databases using their name and YSU id#. Specific journal titles may be located for searching/browsing by using Maag Journal Finder.

- Health Reference Center Academic: For consumer health researchers, students, and health care professionals, providing current information on a range of health care topics. It includes embargo-free, full-text periodicals, reference books, pamphlets, and hundreds of videos demonstrating medical procedures and live surgeries.
- Health & Wellness Resource Center: Provides information from current disease and disorders to alternative and complementary medical practices. Includes medical journals, periodicals, and articles from general-interest publications, medical newspapers, newsletters, and news feeds.
- Nursing & Allied Health Collection: With a strong emphasis on full text titles cited in CINAHL and over 10 million articles, this collection's content helps nursing professionals already working in the field, as well as students pursuing a nursing focused curriculum.

CINAHL Plus with Full Text:

- Provides indexing for journals from the fields of nursing and allied health, with indexing back to 1937.
- Covers nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 allied health discipline
- Offers access to health care books, nursing dissertations, selected conference proceedings, standards of practice, educational software, audiovisuals and book chapters, as well as Evidence-Based Care Sheet.
- Searchable cited references for many journals are also included.
- Provides full text for 337 journals, plus legal cases, clinical innovations, critical paths, drug records, research instruments and clinical trials.

- CINAHL Plus with Full Text Research Guide: Introduction; Basic Searching; Advanced Searching; CINAHL Headings; Time Savers; Citation Tools; Finding Full Text.

MEDLINE with Full Text (EBSCO):

- Comprehensive index for medical journals and provides full text for more than 1,370 journals. Of those, more than 1,340 have cover-to-cover indexing in MEDLINE.
- Contains full text for many of the most used journals in the MEDLINE index - with no embargo.
- With full-text coverage dating back to 1965, MEDLINE with Full Text is the definitive research tool for medical literature.
- MEDLINE with Full Text Research Guide: Introduction; Basic Search; Advanced Search; MESH; Time Savers; Citation Tools; Full Text; Accessing Other Databases.

MEDLINE (PubMed):

- PubMed is the free public version of MEDLINE (EBSCO). It contains fewer full text articles but is accessible anywhere.
- PubMed (MEDLINE) Research Guide: Introduction; Searching; Results Screen & Limits; MeSH Headings; Finding Full Text; PubMed Tips; Other Databases to Try.

Health Source: Nursing/Academic Edition:

- Index, abstracts, and full text focusing on many medical disciplines, particularly nursing and allied health.
- Provides nearly 550 scholarly full text journals, including nearly 450 peer-reviewed journals focusing on many medical disciplines.
- Also featured are abstracts and indexing for nearly 850 journals.
- Coverage of nursing and allied health is particularly strong.
- Full text information in this database dates as far back as 1975.
- Provides access to Merriam-Webster's Medical Desk Dictionary.

ProQuest Nursing & Allied Health Source:

- Comprehensive coverage of the fields of nursing and allied health including journals, videos, dissertations, reference books, and more.
- Designed to meet the needs of researchers at healthcare facilities as well as nursing and allied health programs at academic institutions.
- Provides abstracting and indexing for more than 850 titles, with over 715 titles in full-text, plus more than 12,000 full text dissertations representing the most rigorous scholarship in nursing and related fields.
- ProQuest Nursing & Allied Health Source Research Guide: Introduction; Basic Searching; Advanced Searching; Viewing Results; Citation Tools; Finding Full Text.

Nursing@Ovid:

- Comprehensive, integrated nursing and allied health portal for practice, education, research, and administration.
- Helps researchers, librarians, clinicians, and other healthcare professionals find important medical information so that they can make critical decisions to improve patient care, enhance ongoing research, and fuel new discoveries.
- Nursing@OVID Research Guide: Introduction; Advanced Searching; Time Savers; Citation Tools; Finding Full Text.

Electronic Journal Center: Multidisciplinary database

Academic Search Complete: Multidisciplinary database

The Nursing Department has a library committee representative, who sits on the college library committee. Much of the work is done via email and phone communication. Requests are welcomed throughout the year from faculty and students.

RESEARCH GUIDES

Maag Library uses the LibGuides platform to create research guides for faculty and students. Various Research Guides are available to help with subject-specific research and for assistance using the different health-related databases. Examples include: Nursing Research, Professional Issues in Nursing, Physical Therapy Research Guide, Dental Hygiene, Free Evidence Based Practice Tools, Health Sciences Senior Resources, Health Statistics, Nutrition & Dietetics and many more.

ELECTRONIC BOOKS

Nursing students and faculty are able to access many relevant titles in full text electronic book format through several eBook databases.

- Electronic Book Center
- Wiley Online Library
- SpringerLink / Off Campus Link

PRINT RESOURCES

Print resources for use by Nursing students are available in the library's Reference Room and in the Maag Stacks (general collection). Reference resources must be used within the library, while Maag Stacks materials may be checked out by students for the duration of the semester.

Laboratories

The Department of Nursing Skills Lab and the Betty C. Nohra Student Resource Center (SRC), both located on the 2nd floor of Cushwa Hall, offer students at all levels the opportunity for lab classroom space and practice areas. Full beds with eight full body

medium fidelity manikins are available in this space for skills and simulation. IV simulators, injection pads, torsos and other equipment are available for formal and informal practice of intravenous insertion, maintenance and removal. There is an additional computer lab for nursing majors located in Cushwa Hall, 3rd floor. Computer labs are also located in other buildings throughout the University with student accessibility to printing.

In 2014, through donor funding, the John and Dorothy Masternick Nursing Simulation Lab was built offering student an equipped venue for high fidelity simulation, seminar and physical examination space. An accompanying control room provides for an optimal simulation experience. In addition to the purchase of SimMan3G and new SimPads for existing manikins, the department held three full time and part time faculty training workshops with a Laerdal educator providing simulation hands-on instruction and its use within the courses and curriculum. The department recently requested a Simulated Medication Dispensing System as a capital purchase request. The William G. Wasson Center for Clinical Skills Training, Assessment, Scholarship and IPES at the Northeast Ohio Medical University is used to provide FNP and AG-ACNP students with an experience with standardized patients. An anesthesia machine for simulation use has recently been obtained.

Equipment and other physical facilities

Physical resources are comprehensive, current, developed with nursing faculty input, and are accessible to faculty and students. Full-time nursing faculty and the Learning Resource Coordinator have private offices with desks, filing cabinets, book cases, phones, and computers. Part-time faculty are provided shared office space with desks, phones, and computers. In 2013, Cushwa Hall underwent a multi-million-dollar renovation providing refurbished classrooms and offices, and updated classroom technology. Conference rooms in Cushwa Hall are available for faculty meetings or conferences. The focus of the project was to provide new finishes throughout many of the common spaces, and office areas, laboratory spaces were also addressed as were, building systems, technology and lighting. The corridors and 3-story atrium space received new flooring, new wall covering and/or paint and new ceilings and light fixtures. All faculty and staff offices were carpeted and painted and received general maintenance as needed. More classroom spaces were also added. The Rose Melnick Medical Museum was relocated to Cushwa Hall to be displayed in various areas within the building.

2. Need

Student Interest and Demand

Projected enrollment for the DNP Nurse Anesthetist option is 20 each year. The program is offered full time only. Currently, 15 students are admitted each fall into the MSN – Nurse Anesthetist option.

program is offered full time only. Currently, 15 students are admitted each fall into the MSN – Nurse Anesthetist option.

Table 4. Projected and Current Enrollment

Year	1 st Level	2 nd Level	3 rd Level	Total
1 (fall 2021)	15- 20 (DNP)	15 (current MSN)	15 (current MSN – graduating in Dec)	45- 50
2 (fall 2022)	20 (DNP)	20 (DNP)	15 (current MSN – graduating in Dec)	55
3 (fall 2023)	20 (DNP)	20 (DNP)	20 (DNP)	60

Institutional need

Plan for overall development of graduate programs at the proposing institutions.

Currently, at YSU there are three doctoral degrees: the DPT in Physical Therapy, the Ed. D. Educational Leadership and the Ph.D. in Materials Science Engineering. The Physical Therapy department is currently seeking a Ph.D. in Health Science. There are 43 master’s programs, seven of which are in the Bitonte College of Health and Human Services and are health related. The Department of Nursing offers a Master of Science in Nursing with four advanced practice options, including the Nurse Anesthetist option.

Societal Demand

In 2004 the DNP position statement calls for a transformational change in the education required for professional nurses who will practice at the most advanced level of nursing (AACN). The recommendation that nurses practicing at the highest level should receive doctoral level preparation emerged from multiple factors including the expansion of scientific knowledge required for safe nursing practice and growing concerns regarding the quality of patient care delivery and outcomes. Practice demands associated with an increasingly complex health care system created a mandate for reassessing the education for clinical practice for all health professionals, including nurses.

The Doctorate of Nursing Practice (DNP) is the degree designated for advanced practice nurses (APNs) seeking a terminal degree in nursing practice. Currently, nurse practitioners, certified nurse midwives, certified registered nurse anesthetists, and clinical nurse specialists are prepared in master’s level programs. These master’s level programs have been steadily increasing in required competencies and credit load to meet the complexities of the health care system and diverse populations. The COA supports doctoral education for entry into nurse anesthesia practice by 2025 and has mandated that students accepted into an accredited program on January 1, 2022 and thereafter must graduate with doctoral degrees. A practice doctorate in nursing will expand the scope of practice for APNs and increase the number of doctorate prepared nurses in clinical practice.

Scope

There is a great need for certified register nurse anesthetists. The community, economic and national healthcare challenges have created changes in the delivery of healthcare in the Youngstown metropolitan area. Within the last twenty years, two major hospitals within the urban area have closed causing physicians and other health care specialists to leave the area. There has been active recruitment within the existing hospital systems, but the need for more healthcare professionals, including certified register nurse anesthetists exists.

Several factors, including health care reform and the aging baby boom population, are precipitating the demand for more health care providers. The Bureau of Labor Statistics projects 16.2 percent employment growth for nurse anesthetists between 2016 and 2026. In that period, an estimated 6,800 jobs will be available.

National reports on the distribution of CRNAs in the United States report there is more of a shortage in the eastern US than the west. Sixty percent of all states have a shortage of CRNAs while 54% of states have a shortage of anesthesiologists indicating a continued shortage trend (OR Manager, 2010).

The practice of CRNAs in the rural areas further supports the need for this role. In a study performed in the rural area of southern United States, the Nurse Anesthesia Rural Practice Inventory (NARPI) was sent to a convenience sample of 146 actively practicing CRNAs living in the rural area. Finding revealed that rural CRNAs provide a range of anesthesia within and outside of the operating room. Because there is a lack of anesthesiologists, the CRNA role was found to be expanded (Seibert, Alexander & Lupien, 2004).

3. Access and Retention of Underrepresented Groups

The recruitment and retention of underrepresented groups has been an important part of YSU's initiatives for admissions for undergraduate and graduate programs. The university's mission statement reflects its commitment to diversity: *Fosters understanding of diversity, sustainability, and global perspectives; and advances the intellectual and cultural life of the city, region, and world.* Youngstown State University is dedicated to increasing the diversity of students, faculty and staff, as there are Offices of Multicultural Affairs, Diversity and Student Programs and an office Diversity and Student Programs, and a Center for International Studies and Programs. Additionally, there is an English Institute present on campus

According to the US Census Bureau (www.census.gov), the city of Youngstown has a population of 64,604 with the racial distribution at 42.8% white and 42.8% black/African-American and a median income of \$26,295.00. In order to meet our community's needs, Youngstown State University has historically served underrepresented populations, including first generation, lower economic status, and racial minority students. The nurse anesthetist program has always sought to be inclusive, and the status for

underrepresented groups is an admission consideration to ultimately create cultural competence in the health care field. The Department of Nursing intends to work with the admissions, recruitment, and marketing personnel to develop strategies to reach underrepresented populations. For the last five years, the minority enrollment at Youngstown State University has been recorded at 20% although noted to be less in the YSU College of Graduate Studies. In Fall, 2018, approximately 88% of the student enrollment in the Department of Nursing graduate nursing programs (n = 78) was white and 12% were minorities creating an underrepresented status.

We plan to discuss advance practice options to all undergraduate students, including minorities and underrepresented groups as they plan their future. Additionally, we will present our nurse anesthesia program highlights to the Youngstown-Warren Ohio Black Nurses Association, Inc. at a monthly meeting. We also plan to seek scholarship funding for underrepresented students through local and national agencies including those listed in Minority Nurse magazine and website and through the YSU Foundation.

In addition to recruitment of underrepresented students, for the past eight years, our department has been awarded total funding of \$190,275.00 from the US Department of Health and Human Services, Health Resources and Services Administration Nurse Anesthesia Traineeship grant. This grant has provided scholarships to nurse anesthesia students who commit to working in a health care provider shortage area upon graduation. Multiple students have benefited from this opportunity.

4. Statewide Alternatives

Currently, in addition to the St. Elizabeth Health Center School for Nurse Anesthesia, in collaboration with Youngstown State University, there are six additional graduate nurse anesthesia programs in the Ohio as noted below:

Case Western Reserve University
Cleveland Clinic
Lourdes University
Otterbein University
University of Akron
University of Cincinnati

The anesthesia programs at the Case Western Reserve University, The Cleveland Clinic, University of Cincinnati and Otterbein University have received approval and are currently offering their nurse anesthesia programs at the doctoral levels. The other programs are working on their proposals and will seek DNP approval by 2022 as mandated by the Council on Accreditation of Nurse Anesthesia Educational Programs.

YSU's mission is to offer graduate programs that meet the needs of the region. As part of the four cornerstones, YSU is noted as an Urban Research University that simultaneously values quality teaching and student success in preparation for post-graduation performance. The faculty at both Youngstown State University Department of Nursing and St. Elizabeth Health Center School for Nurse Anesthesia, Inc. are committed to offering the Doctorate of Nursing practice degree for this student cohort. Each year, there are at least 50 applicants for 15 seats offered annually. Admission is very competitive for this rigorous program.

5. External Support

For the DNP nurse anesthesia program, we have a considerable amount of external support. A strength of YSU is its community partnerships, and this is very true within the healthcare professions. For the Nurse Anesthesia program, the following healthcare sites are utilized. Mercy Health St. Elizabeth Youngstown Hospital, Mercy Health St. Elizabeth Boardman Hospital, Mercy Health St. Joseph Warren Hospital, Mercy Health Howland Surgical Center and Akron Children's Boardman campus.

The St. Elizabeth Health Center School for Nurse Anesthesia, Inc. has been our collaborator for the past eighteen years. The school is staffed by physician anesthesiologists and certified registered nurse anesthetists employed by Bel-Park Anesthesia Associates, Inc. The company provides guest lecturers in their fields of expertise. In addition to staff, the company provides equipment and supplies for the benefit of student learning and outcomes.

Mercy Health St. Elizabeth Youngstown Hospital houses the St. Elizabeth Health Center School for Nurse Anesthesia, Inc. on their Belmont Avenue campus in Youngstown, Ohio. In addition to clinical surgical sites, the Youngstown hospital provides office space for the administrative offices, classrooms, and auditorium space where the students attend monthly morbidity and mortality grand rounds.

There is a medical library on site with a full-time librarian to assist the students with assignments and research. Recently, the library acquired Elsevier's ClinicalKey™, a medical search engine that provides access to thousands of books, journals and medical and procedural videos. The hospital also provides discounted meals for the students, gym facilities and free parking.

Youngstown State University Department of Nursing has a collaborative relationship with the Northeast University College of Medicine in Rootstown, OH. The medical school provides opportunities for standardized patient experiences in the Wasson Center for Clinical Skills and potential laboratory experiences in their cadaver lab.

6. Financial Impact

Currently, the nurse anesthesia students pay fees and tuition to Youngtown State University with some funds being forwarded to the St. Elizabeth School for Nurse Anesthesia, Inc. for didactic and clinical instruction. Because the program will move from a 27 month to a 36-month curriculum, a statement will be prepared reflecting the financial needs of the program.

References

- American Association of Colleges of Nursing. (2004). *AACN position statement on the practice doctorate in nursing*. Washington, DC: Author.
- American Association of Colleges of Nursing. (2007). *The essentials of doctoral education for advanced nursing practice*. Washington, D.C.: Author.
- Bureau of Labor Statistics, U.S. Department of Labor. (2018). *Occupational outlook handbook, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners*.
<https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm> (visited March 17, 2019).
- OR Manager (2010). *Anesthesia shortage? Depends on the area*. 26(7), 19-20.
- Seibert, E., Alexander, J., Lupien, A. (2004). *Rural nurse anesthesia practice: A pilot study*. AANA Journal, 72(3), 181-190.

APPENDIX A
Proposed DNP Curriculum

Appendix A: Proposed DNP Curriculum

*100 Credit Hours **Clinical Practicum: 1 credit hour =120 clinical hours

	FALL COURSES		SPRING COURSES		SUMMER COURSES	
YEAR 1	Pharmacology for Nurse Anesthetists I	3	Pharmacology for Nurse Anesthetists II	3		
	Anatomy, Physiology, & Patho for NA I	3	Anatomy, Physiology & Patho for NA II	3	Principles & Practice of NA	3
	Biostatistics	3	Advanced Health Assessment	3	Principles of Anesthesia I	3
	Professional Role of NA Practice	2	Advanced Pathophysiology	3	Clinical Practicum III (3 days)	3
	Chemistry, Biochemistry & Physics for Nurse Anesthetists	3	Introduction to Clinical Anesthesia	1		
	Clinical Practicum I (2 - 1/2 days)	1	Clinical Practicum II (1 day)	1		
		15		14		9
2	Principles of Anesthesia II	3	Principles of Anesthesia III	3	Principles of Anesthesia IV	3
	Health Policy	3	Ultrasound & Radiology	2	Epidemiology	2
	Evidence Based Practice I	3	Evidence Based Practice II	3	Clinical Practicum VI (4 days)	4
	Clinical Practicum IV (3days)	3	Clinical Practicum V (3 days)	3		
		12		11		9
3	Principles of Anesthesia V	3	Ethics in Advanced Nursing Practice	2	Leadership and Collaboration for the DNP Nurse Anesthetist	2
	DNP Scholarly Project I	3	DNP Scholarly Project II	3	Clinical Practicum IX (4 days)	4
	Healthcare Finance & Practice Management	2	Teaching, Curriculum & Evaluation Seminar	1	Anesthesia Synthesis: Comprehensive Review	2
	Clinical Practicum VII (4 days)	4	Clinical Practicum VIII (4 days)	4		
		12		10		8

University of North Carolina
at Chapel Hill
Department of Psychology

APPENDIX B

Course Syllabi

[Faint, illegible text, likely containing course syllabi details]

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8900

CRN XXXXX

Semester XXXX

Course Title:

Pharmacology for Nurse Anesthetists I

Class Time:

XXXX

Location:

XXXX

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: kostelnak@belpark.net

Catalog Description:

Provides an opportunity to focus on the advanced principles of anesthesia related to pharmacology. Presents in-depth material and includes discussions on the pharmacology of various classes of anesthetics and adjuvant therapeutics employed by nurse anesthetists, including anesthetic induction agents, benzodiazepines, opioid agonists/antagonists/agonist-antagonist, neuromuscular blocking agents, and local anesthetics. 3 s.h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Exhibit knowledge of and confidence with the anesthetist's role in selecting medications for administering anesthesia.
2. Anticipate patients' medication needs, participate in the creation of individualized anesthetic care plan.
3. Prioritize, manage and document patient drug administration efficiently.
4. Gain knowledge of medication activity (therapeutic and toxic) at the molecular, cellular, systems, and whole organism levels.
5. Relate sound scientific principles and incorporate evidence and best practices when making drug selections.
6. Use information technology to access, evaluate and manage drug information and to integrate evidence from scientific studies into practice.

Course Topics

Pharmokinetics/Pharmacodynamics
Cultural, Environmental, and Genetic Influences and Drug Therapy
Anesthetic Induction Agents
Benzodiazepines
Opioid agonists, antagonists, and agonist-antagonist
Non-opioid analgesics
Neuromuscular blocking drugs
Pharmacology of Local Analgesics
Anticholinergics
Anticholinesterases
Inhalation Agents
General Pharmacology
Antiemetics
Prophylaxis for Aspiration Pneumonia
Diuretics

Required Texts

Pharmacology for Nurse Anesthesiology. Quелlette & Joyce; Jones & Bartlett Learning. ISBN 9780763786976(2011).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Recommended Resource

Apex Anesthesia. <https://www.apexanesthesia.com/>

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8901

CRN XXXXX

Semester XXXX

Course Title:

Anatomy, Physiology, and Pathophysiology I for Nurse Anesthetists

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description:

An advanced study of the structure and function of the human body, with an emphasis on the neural, muscular and endocrine systems and pathophysiological conditions involving those systems. Prereq: Acceptance into Nurse Anesthetists Program.

3 s.h.

Objectives / DNP Student Learning Outcomes (SLO)

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

1. Analyze physiological and pathophysiological alterations that affect the body's ability to maintain equilibrium throughout the anesthesia process.
2. Evaluate pathophysiological conditions involving neural, muscular and endocrine systems and their effects on the structure and function of the human body.
3. Analyze disease states and identify their impact on anesthesia practice.
4. Identify the use of current evidence-based research literature to guide current practice.

Course Topics

Cellular Physiology

Cell Communication

Cell Transport & Membrane Potential

Excitation & Contraction of Skeletal Muscle

Nervous System Organization

Neurophysiology: Brain

Neurophysiology: Spinal Cord

Motor Control, Peripheral Nerves

Autonomic Nervous System

Pain Pathways

NS Pathophysiology

Endocrine System

Required Texts

Guyton, A. and Hall, J.E. (2013) *Textbook of Medical Physiology* (13th ed.). Philadelphia: W.B. Saunders.

PLUS Supplemental Readings from selected chapters in Nurse Anesthesia texts as instructed

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8902

CRN XXXXX

Semester XXXX

Course Title:

Healthcare Biostatistics

Class Time:

XXXX

Location:

XXXX

Faculty:

G. Andy Chang, PhD.

Office: 623 Lincoln Hall

Phone: (330) 941-1818

E-mail: gchang@ysu.edu

Catalog Description:

This course will cover principles of biostatistics in the context of public health applications. It will include the basic techniques for analyzing and investigating public health issues including disparities. Statistical package SPSS will be used.

3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Explain the role of quantitative methods and sciences in describing and assessing a population's health.
2. Select appropriate study designs and statistical methods for public health problems.
3. Analyze quantitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Course Topics

Descriptive Statistics

Probability

Hypothesis Testing

Life Tables, Survival Analysis, and Applications

Required Texts

American Nurses Association (2015). *Guide to Nursing's social policy statement: Understanding the profession from social contract to social covenant*, Silver Springs, MD

Pagano, M. & Gauvreau, K. (2018). *Principles of biostatistics* (2nd ed.). Boca Raton, FL: CRC Press

Recommended Resource

*American Psychological Association. (2012). *APA Style Guide to Electronic References* (6th ed.). Washington, D.C.

*This is a digital format for kindle devices and is purchased directly by the student.

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8903

CRN XXXXX

Semester: Fall XXXX

Course Title:

Professional Role of Nurse Anesthesia Practice

Class Time:

XXXX

Location:

XXXX

Faculty:

Patti Kostelnak, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: kostelnak@belpark.net

Catalog Description:

This course is an introduction to the professional role development of the nurse anesthetist. It is designed to introduce the student to the basic aspects of the nurse anesthetist as an anesthesia provider. This course examines wellness and work life balance and identifies issues related to substance abuse within the profession. Students will be introduced to the nurse anesthesia code of ethics, scope of practice, and standards of practice as set forth by the American Association of Nurse Anesthetists (AANA).
2 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Summarize and reconstruct the history of nurse anesthesia that led to the development of the profession of nurse anesthesia.
2. Determine wellness practices as they relate to effective adaptation, resilience, and coping mechanisms in the person and professional environments.
3. Correlate the hazards of substance abuse in nurse anesthesia to the threat it poses to the individual, the profession, and the patients entrusted to their care.
4. Construct the role and responsibilities of the nurse anesthetist as established by the AANA code of ethics and scope of practice.

Course Topics

The history of anesthesia.

AANA professional practice standards.
AANA code of ethics.
Wellness / Control of stress / coping strategies.
Substance abuse in anesthesia professionals.

Required Texts

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8904

CRN XXXXX

Semester XXXX

Course Title:

Chemistry, Biochemistry & Physics for Nurse Anesthetists

Class Time:

XXXX

Location:

XXXX

Faculty:

Steven Sheakoski, M.D.

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480=-3444

E-mail: ssheakoski@belpark.net

Catalog Description:

This course enables nurse anesthesia students to identify principles of chemistry, biochemistry, and physics in relation to anesthesia drug administration. The chemical composition of, and physiologic response to common anesthesia drugs are examined. Students will learn to predict the physiological response of drugs based on gas laws and the nature of fluids and vapors as they apply to anesthesia. 3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Correlate pharmacological properties, such as partition coefficients and anesthetic drug potency with organic structure in the clinical practice of anesthesia
2. Relate strategies used in rational drug design to the fundamentals of drug metabolism.
3. Understand the chemistry of various classes of drugs used in anesthetic practice, inhaled anesthetics, local anesthetics, non-opioid and opioid intravenous anesthetics, benzodiazepines, and neuromuscular blocking agents.
4. Correlate specific gas laws, and the nature of fluids and vapors as they apply to anesthesia.
5. Examine the process of CO₂ absorption systems, and relevance to anesthesia practice
6. Outline the clinical application of hydrostatics and hydrodynamics

Course Topics

- Chemistry basics
- Physics
- Fluids
- Gas laws
- States of matter & change
- Solutions and their behavior
- Acids, bases, buffers
- Organic compounds
- Biochemistry

Required Texts

Chemistry and Physics for Nurse Anesthesia – 2nd Edition; Shubert, David & Leyba, John; Springer Publishing Company. ISBN: 9780826110435

Apex Anesthesia. <https://www.apexanesthesia.com/>

Recommended Resource

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8905

CRN XXXXX

Semester XXXX

Course Title:

Clinical Practicum I

Class Time:

XXXX

Location:

St. Elizabeth Health Center, Main Campus
St. Elizabeth Health Center, Boardman Campus
St. Joseph Health Center
Howland Surgical Center
Akron Children's Hospital, Boardman Campus

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA
John Underwood, DNAP, APRN-CRNA
Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.
Phone: (330)480-3444
E-mail: kostelnak@belpark.net
underwood@belpark.net

Catalog Description:

Semester course; 1500+ clocked clinical hours. Two ½ day clinical experiences per week will introduce nurse anesthesia students to the clinical care setting through observation of, and/or minimal supervised participation in, actual administration of anesthesia. In conjunction with introductory anesthesia courses, this clinical practicum will enable students to demonstrate internalization of theoretical concepts and techniques and application in anesthetic management toward the achievement of the terminal objectives for competency in entry-level anesthesia practice. Graded S/U/F. 1 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Begin to analyze principles of research to the clinical anesthesia setting.
2. Begin to perform a preanesthetic interview and physical assessment with the assistance of a faculty member.
3. Begin to develop an appropriate introductory level care plan consistent with overall medical and nursing regimen.

4. Begin to transfer the skills and knowledge gained from simulation into the clinical setting.
5. Begin to demonstrate understanding of basic principles of fluid management and replacement in the surgical patient.
6. Begin to monitor and evaluate various anesthetics and apply theoretical and practical approaches of ethical decision-making.

Course Topics

The anesthesia set up.
Applying research findings in the operating room.
Developing an anesthesia care plan.
Anesthesia and multicultural populations
Nurse anesthetist scope of practice.
Simulation and clinical performance of basic anesthesia skills.

Required Texts/Web Sites

Anesthesiologists Manual of Surgical Procedures- 5th Edition; Jaffe, Richard;
Lippincott. ISBN 9781451176605 (2014).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 9781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8906

CRN XXXXX

Semester XXXX

Course Title:

Pharmacology for Nurse Anesthetists II

Class Time:

XXXX

Location:

XXXX

Faculty:

Beverly Rodgers, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: brodgers@belpark.net

Prerequisite: Pharmacology for Nurse Anesthetists II

Catalog Description:

Provides an opportunity to focus on the advanced principles of anesthesia-related pharmacology. Focuses on anesthesia related uses and considerations with antihypertensives, α and β adrenergic receptor agonist/antagonists, and anticoagulants. Presents in-depth material and discussions on the pharmacology of various drugs that contribute to pathological conditions such as malignant hyperthermia, asthma and congestive heart failure. 3 s. h.

Course Objectives / DNP Student Learning Outcomes

1. Exhibit knowledge of and confidence with the anesthetist's role in selecting medications for administering anesthesia.
2. Anticipate patients' medication needs, participate in the creation of individualized anesthetic care plan.
3. Prioritize, manage and document patient drug administration efficiently.
4. Gain knowledge of medication activity (therapeutic and toxic) at the molecular, cellular, systems, and whole organism levels.
5. Relate sound scientific principles and incorporate evidence and best practices when making drug selections.

6. Use information technology to access, evaluate and manage drug information and to integrate evidence from scientific studies into practice.

Course Topics

Antihypertensives
Steroids
Herbal/Dietary Supplements
 α and β Adrenergic Receptor Agonists and Antagonists
Autocoids
Anticoagulants
Antiarrhythmics
Malignant Hypertension
Pharmacology of Asthma: Anesthesia implications
Immune system and anesthesia: Pharmacologic Implications
Pharmacological consideration in OB anesthesia practice
Psychiatric drugs
Congestive Heart Failure

Required Texts

Pharmacology for Nurse Anesthesiology. Quелlette & Joyce; Jones & Bartlett Learning. ISBN 9780763786976(2011).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Recommended Resource

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8907

CRN XXXXX

Semester XXXX

Course Title:

Anatomy, Physiology, and Pathophysiology II for Nurse Anesthetists

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description:

An advanced study of the structure and function of the human body, with an emphasis on the cardiovascular, respiratory, renal and hepatic systems as well as the pathological conditions involving those systems. Prereq: NURS 8901 Anatomy, Physiology and Pathophysiology for Nurse Anesthetists I 3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Analyze physiological and pathophysiological alterations that affect the body's ability to maintain equilibrium throughout the anesthesia process.
2. Evaluate pathophysiological conditions involving cardiovascular, respiratory, renal and hepatic systems and their effects on the structure and function of the human body.
3. Evaluate anesthetic effects on human anatomy, physiology and pathophysiology.
4. Identify the use of current evidence-based research literature to guide current practice.

Course Topics

Contraction of the Heart, Coronary Circulation

Electrical Activity of Heart, Cardiac Cycle

ECG

CV and Valvular Disease

Vascular Physiology

Vascular Physiology, Shock

Renal Physiology

Renal Physiology

Respiratory Physiology

Gas Exchange

Respiratory Pathophysiology

Liver, Gastrointestinal Physiology

Required Texts

Guyton, A. and Hall, J.E. (2013). *Textbook of Medical Physiology* (13th ed.).
Philadelphia: W.B. Saunders.

Morgan, G.E., Mikhail, M.S., & Murray M.S. (2012). *Clinical Anesthesiology* (5th ed.).
New York: McGraw-Hill.

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8908

CRN XXXXX

Semester XXXX

Course Title:

Advanced Health Assessment

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description:

This course explores advanced health assessment utilizing an extensive health history and physical exam. The course focuses on developing refined health history taking, psychological assessment, and physical assessment skills across the lifespan. Emphasis is placed on detailed health history assessment, differentiation, interpretation, and documentation of normal and abnormal assessment findings.
3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Demonstrate knowledge of the anatomical, physical, and pathological basis of advanced health assessment across the lifespan.
2. Perform advanced health examination techniques.
3. Demonstrate effective communication techniques for health history assessment with varied populations. Dev
4. Synthesize assessment findings to formulate and appropriately document a patient specific, age appropriate, and procedure specific plan of care.

Course Topics

Health history interviewing process

Physical exam equipment

Physical exam techniques for all body systems

Age related differences

Normal and abnormal assessment findings

Documentation of health history and assessment exam data
Development of differential diagnoses
Development of patient specific, age appropriated, procedure specific plans of care

Required Texts

Ball, J.W., Dains, J.E., Flynn, J.A., Solomon, B.S., & Stewart, R.W. (2019). *Seidel's guide to physical examination* (9th ed.). St Louis: Elsevier. ISBN 97803234481953

Recommended Resource

Mosby Assessment Video and Audio Clips are available through student EVOLVE account.

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8909

CRN XXXXX

Semester XXXX

Course Title:

Advanced Pathophysiology

Class Time:

XXXX

Location:

XXXX

Faculty: '

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description: Normal physiologic functions and pathologic mechanisms are examined to prepare nurses for advanced practice roles. 3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Analyze physiologic mechanisms at a cellular level.
2. Integrate theory from the physical sciences to human physiology and pathology.
3. Analyze human responses to physiologic and pathologic processes.
4. Evaluate the need for interventions based on human physiologic and pathologic processes
5. Synthesize principles and concepts of physiology and pathophysiology to promote optimal levels of well-being.

Course Topics:

Cardiovascular and Lymphatics, Respiratory, Neurologic, Musculoskeletal, Endocrine, Hepatic and Gastrointestinal, Renal, Hematologic, and Immune

Required Texts

McCance, K.L. & Huether, S.E. (2019). *Pathophysiology: The biological basis for disease in adults and children*. (8th Ed.). Philadelphia, PA: Mosby

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8910

CRN XXXXX

Semester Spring XXXX

Course Title:

Professional Role Development & Introduction to Clinical Anesthesia

Class Time:

XXXX

Location:

XXXX

Faculty:

Patti Kostelnak, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: kostelnak@belpark.net

Catalog Description:

This course is an introduction to the professional role development and clinical anesthesia practice of the nurse anesthetist. It is designed to introduce the student to the basic aspects of the nurse anesthetist as an anesthesia provider. This introduction also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, historical perspectives, and specialties in the field of anesthesia. Students will be introduced to the nurse anesthesia code of ethics, scope of practice, and standards of practice as set forth by the American Association of Nurse Anesthetists (AANA).

1 s.h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Summarize the history of nurse anesthesia that led to the development of the profession of nurse anesthesia.
2. Explore wellness as it relates to effective adaptation, resilience, and coping mechanisms in the person and professional environments.
3. Recognize the hazards of substance abuse to themselves as well as to the public and patients entrusted to their care.
4. Discuss basic aspects of clinical pharmacology and anesthesia techniques.
5. Identify and prevent injuries from all common safety concerns with anesthesia including the anesthesia machine, gas pipeline systems, macro and micro shock hazards, positional injuries, iatrogenic complications, and thermal injuries.

6. Adhere to appropriate safety precautions as established within the practice setting to minimize the risks of fire, explosion, electrical shock and equipment malfunction.

Course Topics

The history of anesthesia.
AANA professional practice standards.
Wellness / Control of stress / coping strategies.
Basic clinical pharmacology.
Substance abuse in anesthesia professionals.
Introduction to the operating room
Patient and clinician safety in the operating room.

Required Texts

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8911

CRN XXXXX

Semester XXXX

Course Title:

Clinical Practicum II

Class Time:

XXXX

Location:

St. Elizabeth Health Center, Main Campus
St. Elizabeth Health Center, Boardman Campus
St. Joseph Health Center
Howland Surgical Center
Akron Children's Hospital, Boardman Campus

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA
John Underwood, DNAP, APRN-CRNA
Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.
Phone: (330)480-3444
E-mail: kostelnak@belpark.net
underwood@belpark.net

Catalog Description:

Prerequisite: **Clinical Practicum I.**
Semester course; 150+ clocked clinical hours. One day per week. Nurse anesthesia students construct and execute an anesthesia care plan with clinical faculty supervision and collaboration. Students experience slightly more independent participation in actual administration of anesthesia while still under direct supervision by clinical faculty. Determine theoretical concepts and techniques and application in anesthetic management toward the achievement of the terminal objectives for competency in entry-level anesthesia practice. Graded S/U/F.
1 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Integrate principles of research to actual clinical anesthesia cases.
2. Propose an in-depth clinical care plan based on findings from a faculty supervised preanesthetic interview and advanced physical assessment.

3. Combine skills and knowledge gained from simulation into the clinical setting.
4. Correlate principles of fluid management to fluid replacement in the surgical patient.
5. Recommend and perform various anesthetic techniques under faculty supervision while validating theoretical and practical approaches of ethical decision-making.

Course Topics

The anesthesia set up.
Applying research findings in the operating room.
Developing an anesthesia care plan.
Anesthesia and multicultural populations
Nurse anesthetist scope of practice.
Simulation and clinical performance of basic anesthesia skills.

Required Texts/Web Sites

Anesthesiologists Manual of Surgical Procedures- 5th Edition; Jaffe, Richard; Lippincott. ISBN 9781451176605 (2014).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8912

CRN XXXXX

Semester XXXX

Course Title:

Principles & Practice of Nurse Anesthesia

Class Time:

XXXX

Location:

XXXX

Beverly Rodgers, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: brodgers@belpark.net

Catalog Description:

This course is designed to introduce the student to concepts necessary to construct and recommend a safe and individualized anesthetic while distinguishing various ethical and multicultural issues. Covers formulation of the anesthesia care plan, anesthetic techniques, prevention of complications, fluid management, monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments.

3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Successfully create an in depth preanesthetic evaluation.
2. Construct and recommend a detailed anesthesia care plan.
3. Implement and continue, or revise, an anesthetic care plan as indicated to maintain the patient in an optimal physiologic condition.
4. Assemble and document pertinent anesthesia related information on the patient's medical records in an accurate, complete, legible and timely manner.
5. Interpret and accurately report the patient's condition, including all essential information, and transfer the responsibility of care to another qualified health care provider. Collaborate in a professional manner that supports continuity of care and patient safety.

Course Topics

Preanesthetic evaluation
Multicultural / ethical issues
Developing an anesthesia care plan
Selecting the appropriate anesthetic
Patient response to anesthesia
Adjusting anesthetics
Documentation
Transfer of patient care

Required Texts

1. *Nurse Anesthesia – 6th Edition*; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)
2. *Clinical Anesthesia – 8th Edition*; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)
3. *Professional Practice Manual*

Recommended Resource

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 9781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8913

CRN XXXXX

Semester XXXX

Course Title:

Principles of Anesthesia I

Class Time:

XXXX

Location:

XXXX

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: kostelnak@belpark.net

Catalog Description:

Introduces the nurse anesthesia student to concepts necessary to formulate, execute, and revise a safe, individualized anesthetics. Covers formulation of the anesthesia care plan, anesthetic techniques, prevention of complications, fluid management, monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments. Includes advanced respiratory and cardiovascular systems and anesthetic considerations and/or implications.

3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Formulate, execute, and revise a safe, individualized anesthesia care plan.
2. Implement theory into evidence based clinical practice when tailoring anesthetics to patients with pathophysiological conditions of the respiratory or cardiovascular system.
3. Collaborate with multidisciplinary professionals for predicting anesthetic outcomes in patients with pathophysiology of the respiratory or cardiovascular systems.
4. Incorporate advanced health assessment practices to identify possible risks and complications of anesthetic techniques specific to patients with pathophysiological conditions of the respiratory or cardiovascular system.

Course Topics

Developing an individualized anesthesia care plan.
Anesthesia during surgery, recognizing and treating complications.
Intraoperative fluid management.
Advanced anatomy, physiology, and pathophysiology of the respiratory system.
Anesthesia for pathophysiological conditions of the respiratory system.
Advanced anatomy, physiology, and pathophysiology of the cardiovascular system.
Anesthesia for pathophysiological conditions of the cardiovascular system.

Required Texts

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Elisha, Sass; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)\

Apex Anesthesia. <https://www.apexanesthesia.com/>

Recommended Resource

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 9781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Professional Practice Manual

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8914

CRN XXXXX

Semester XXXX

Course Title:

Clinical Practicum III

Class Time:

XXXX

Location:

St. Elizabeth Health Center, Main Campus

St. Elizabeth Health Center, Boardman Campus

St. Joseph Health Center

Howland Surgical Center

Akron Children's Hospital, Boardman Campus

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA

John Underwood, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: kostelnak@belpark.net

underwood@belpark.net

Catalog Description:

Prerequisite: **Clinical Practicum II**

Semester course; 300+ clocked hours. 3 full days per week in the operating room setting.

Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Graded S/U/F.

3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Integrate principles of research to actual clinical anesthesia cases.
2. Propose an in-depth clinical care plan based on findings from a faculty supervised preanesthetic interview and advanced physical assessment.

3. Combine skills and knowledge gained from simulation into the clinical setting.
4. Correlate principles of fluid management to fluid replacement in the surgical patient.
5. Recommend and perform various anesthetic techniques under faculty supervision while validating theoretical and practical approaches of ethical decision-making.

Course Topics

The anesthesia set up.
 Applying research findings in the operating room.
 Developing an anesthesia care plan.
 Anesthesia and multicultural populations
 Nurse anesthetist scope of practice.
 Simulation and clinical performance of anesthesia skills.

Required Texts/Web Sites

Anesthesiologists Manual of Surgical Procedures- 5th Edition: Jaffe, Richard;
 Lippincott. ISBN 9781451176605 (2014).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 9781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8915

CRN XXXX

Semester XXXX

Course Title:

Principles of Anesthesia II

Class Time:

XXXX

Location:

XXXX

Faculty:

Beverly A. Rodgers, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: brodgers@belpark.net

Catalog Description:

Introduces the nurse anesthesia student to concepts necessary to formulate, execute, and revise a safe, individualized anesthetics. Covers formulation of the anesthesia care plan, anesthetic techniques, prevention of complications, fluid management, monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments. Includes advanced assessment of the autonomic nervous system and obese patients, while connecting anesthetic implications for both.

3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Demonstrate in depth understanding of the autonomic nervous system.
2. Recognize physiological changes related to obesity and determine best anesthetic choice.
3. Design, execute, and revise a safe, individualized anesthesia care plan.
4. Implement theory into evidence based clinical practice when tailoring anesthetics and fluid administration to patients with pathophysiological conditions of the autonomic nervous system.

5. Collaborate with multidisciplinary professionals for predicting anesthetic outcomes in patients with obesity or pathophysiology of the autonomic nervous system.
6. Incorporate advanced health assessment practices to identify possible risks and complications of anesthetic techniques specific to patients with obesity or pathophysiological conditions of the autonomic nervous system.

Course Topics

Cellular communication
Membrane bound receptors
G-protein coupled receptors
Signal transduction
Norepi synthesis & release
Receptors
SNS/PNS
Baroreceptors
Reflexes
Drug actions

Required Texts

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Recommended Resource

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8916

CRN XXXXX

Semester XXXX

Course Title: Health Care Policy

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description:

The primary focus of this course is to explore the leadership role of nurses in health policy development and implementation as well as the role of research in health care policy formation and planning. Special emphasis is placed on selected national and international health policy issues that form the socio-political and economic context of nursing care and practice. Ethical dimensions of public policy formulations and implementation are highlighted.

3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Examine major issues and trends that impact the delivery of health care nationally and internationally.
2. Evaluate the policy implications of health care legislation in the United States and worldwide.
3. Critically analyze the social, cultural, political, and economic perspectives of health policy related to at risk populations.
4. Integrate scientific evidence into the development of health policy.
5. Analyze the leadership role of the doctoral prepared nurse in influencing health policy.

Course Topics

Healthcare delivery
Healthcare legislation
Health policy
Social security/Medicare/Medicaid
Reducing Health disparities

Required Texts

Kelly A. Goudreau & Mary C. Smolenski (2017). *Health Policy and Advanced Practice Nursing: Impact and Implications* (2nd ed.). New York, NY: Springer Publishing Company.

Reid, T. (2009). *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. New York: Penguin Publishers.

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8917

CRN XXXXX

Semester XXXX

Course Title:

Evidence-Based Practice I

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog description:

This course focuses on critically analyzing and evaluating research evidence. Evidence-based practice concepts will be used. Methods of generating evidence through research are discussed. 3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

At the completion of this course, the student will be able to:

1. Understand EBP and its connection to translation of research.
2. Evaluate the hierarchy of EBP and its translation in clinical practice.
3. Demonstrate the ability to generate a clinical research question.
4. Compare and contrast design, evaluation, measurement and fidelity issues in clinical research studies.
5. Appraise evidence quality utilizing tools used for critical evaluation of literature.

Course Topics:

Introduction

a. EBP definition

b. The steps of EBP

c. Hierarchy of evidence

EBP conceptual frameworks and models

Clinical questions

a. Clinical inquiry

b. Using PICOT

Generating evidence through research

a. Elements of a clinical study

- Significance
- Aim
- Design
- Subjects
- Variables

Evidence appraisal

a. Tools for critical appraisal

b. Validity, reliability, and applicability

Required Texts

Melnyk, B.M. & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing & healthcare: A guide to best practice, Third Edition*. Philadelphia, PA: Wolters Kluwer

Polit, D. F., & Beck, C. T. (2017). *Nursing research: Generating and assessing evidence for nursing practice* (10th ed.). Philadelphia, PA: Wolters Kluwer. ISBN: 978-1-4963-0023-2

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8918

CRN XXXXX

Semester XXXX

Course Title:

Clinical Practicum IV

Class Time:

XXXX

Location:

St. Elizabeth Health Center, Main Campus
St. Elizabeth Health Center, Boardman Campus
St. Joseph Health Center
Howland Surgical Center
Akron Children's Hospital, Boardman Campus

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA
John Underwood, DNAP, APRN-CRNA
Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.
Phone: (330)480-3444
E-mail: kostelnak@belpark.net
underwood@belpark.net

Catalog Description:

Prerequisite: **Clinical Practicum III.**

Semester course; 300+ clocked clinical hours. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Graded S/U/F.
3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Integrate principles of research to the clinical anesthesia setting.
2. Recommend a preanesthetic interview and physical assessment with minimal assistance of a faculty member.

3. Design and recommend an appropriate clinical level care plan consistent with overall medical and nursing regimen.
4. Transfer the skills and knowledge gained from simulation into the clinical setting.
5. Formulate a plan for fluid management and replacement in the surgical patient.
6. Monitor and evaluate various anesthetics and apply theoretical and practical approaches of ethical decision-making.

Course Topics

The anesthesia set up.
 Applying research findings in the operating room.
 Developing an anesthesia care plan.
 Anesthesia and multicultural populations
 Nurse anesthetist scope of practice.
 Simulation and clinical performance of basic anesthesia skills.

Required Texts/Web Sites

Anesthesiologists Manual of Surgical Procedures- 5th Edition: Jaffe, Richard; Lippincott. ISBN 9781451176605 (2014).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaas, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8919

CRN XXXXX

Semester XXXX

Course Title:

Principles of Anesthesia III

Class Time:

XXXX

Location:

XXXX

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: kostelnak@belpark.net

Catalog Description:

Prerequisite: Principles of Anesthesia II

Nurse anesthesia students will successfully formulate, execute, and revise a safe, individualized anesthetic. They will recommend anesthetic techniques and determine methods to prevent anesthetic complications. Students will outline fluid administration, intraoperative monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments. Illustrates advanced concepts of the neurological system, and fluid & blood administration. 3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Validate in depth understanding and use of anesthesia equipment and monitors.
2. Formulate, execute, and revise a safe, individualized anesthesia care plan.
3. Relate theory to evidence based clinical practice when tailoring anesthetics and fluid administration to patients with pathophysiological conditions of the neurological system.
4. Collaborate with multidisciplinary professionals for predicting anesthetic outcomes in patients with pathophysiology of the neurological system.

5. Incorporate advanced health assessment practices to identify possible risks and complications of anesthetic techniques specific to patients with obesity or pathophysiological conditions of the neurological system.

Course Topics

Anesthesia in the neurological patient.
The brain and anesthetic considerations.
The spinal cord and anesthetic considerations.
Musculoskeletal diseases and anesthetic considerations.

Required Texts

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

Apex Anesthesia. <https://www.apexanesthesia.com>

Recommended Resource

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 9781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8920

CRN XXXXX

Semester Spring XXXX

Course Title:

 Ultrasound & Radiology

Class Time:

 XXXX

Location:

 XXXX

Faculty:

 Stephan Sheakoski, M.D.

 Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

 Phone: (330)480-3444

 E-mail: ssheakoski@belpark.net

Catalog Description:

Nurse anesthesia students investigate the practice of ultrasound-guided, regional anesthesia while supporting the core concepts of ultrasound machine operation, needle guidance, and sonoanatomy. An in-depth breakdown of the essential strategies used to identify radiological and sonographic landmarks for locating and identifying target nerves and key anatomy structures is presented. 2 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Describe the basic fundamentals of ultrasound physics and instrumentation.
2. Assess the advantages of using ultrasound-guided nerve block techniques.
3. Identify topographic and cross-sectional brachia plexus anatomy.
4. Adapt imaging techniques into performing a variety of blocks.
5. Determine the indications and applications for performing ultrasound-guided placement in invasive monitoring.

Course Topics

 Ultrasound physics and instrumentation.

 Nerve block techniques.

 The brachial plexus.

 Imaging techniques.

 Ultrasound-guided lines.

Required Texts

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

Professional Practice Manual

Recommended Resource

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 9781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8921

CRN XXXXX

Semester XXXX

Course Title:

Evidence-Based Practice 2

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog description

This course focuses on identifying and evaluating current literature in order to identify evidence-based clinical practice recommendations. Methods for translating evidence-based knowledge to inform nursing clinical practice will be used. 3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

At the completion of this course, the student will be able to:

1. Conduct an extensive literature review of a clinical practice issue.
2. Synthesize current evidence to formulate evidence-based recommendations while considering the need for clinical practice revision.
3. Influence clinical practice and health care outcomes through dissemination based on findings of a literature review.
4. Evaluate and apply research for the translation of clinical interventions into practice setting.

Course Topics:

1. Literature search
 - a. Search databases
 - b. Search terms
 - c. Search strategies
 - d. Finding and prioritizing relevant literature
2. Evidence-based review
 - a. Synthesizing evidence

3. Translation of evidence into clinical practice
 - a. The role of quality improvement in evaluating practice change
 - b. Creating a culture for EBP
 - c. Implementing evidence into health care
4. Legal and ethical issues
5. Dissemination of evidence

Required Texts

Melnyk, B.M. & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing & healthcare: A guide to best practice* (4th ed.). Philadelphia, PA: Wolters Kluwer

White, K.M., Brown S., & Terharr, M.F. (2016). *Translation of Evidence into Nursing and Health Care, Second Edition*. New York, NY: Springer Publishing Company

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8922

CRN XXXXX

Semester XXXX

Course Title:

Clinical Practicum V

Class Time:

XXXX

Location:

St. Elizabeth Health Center, Main Campus
St. Elizabeth Health Center, Boardman Campus
St. Joseph Health Center
Howland Surgical Center
Akron Children's Hospital, Boardman Campus

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA
John Underwood, DNAP, APRN-CRNA
Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.
Phone: (330)480-3444
E-mail: kostelnak@belpark.net
underwood@belpark.net

Catalog Description:

Prerequisite: **Clinical Practicum IV.**

Semester course; 300+ clocked clinical hours. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Graded S/U/F.
3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Integrate principles of research to the clinical anesthesia setting.
2. Recommend a preanesthetic interview and physical assessment with minimal assistance of a faculty member.

3. Design and recommend an appropriate clinical level care plan consistent with overall medical and nursing regimen.
4. Transfer the skills and knowledge gained from simulation into the clinical setting.
5. Formulate a plan for fluid management and replacement in the surgical patient.
6. Monitor and evaluate various anesthetics and apply theoretical and practical approaches of ethical decision-making.

Course Topics

The anesthesia set up.
Applying research findings in the operating room.
Developing an anesthesia care plan.
Anesthesia and multicultural populations
Nurse anesthetist scope of practice.
Simulation and clinical performance of basic anesthesia skills.

Required Texts/Web Sites

Anesthesiologists Manual of Surgical Procedures- 5th Edition: Jaffe, Richard; Lippincott. ISBN 9781451176605 (2014).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8923

CRN XXXXX

Semester XXXX

Course Title:

Principles of Anesthesia IV

Class Time:

XXXX

Location:

XXXX

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: kostelnak@belpark.net

Catalog Description:

Prerequisite: Principles of Anesthesia III

Nurse anesthesia students will successfully formulate, execute, and revise a safe, individualized anesthetic. They will recommend anesthetic techniques and determine methods to prevent anesthetic complications. Students will outline fluid administration, intraoperative monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments. Illustrates advanced concepts of the renal, hepatic, and endocrine systems. 3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Validate in depth understanding and use of anesthesia equipment and monitors.
2. Formulate, execute, and revise a safe, individualized anesthesia care plan.
3. Relate theory to evidence based clinical practice when tailoring anesthetics and fluid administration to patients with pathophysiological conditions of the renal, hepatic, and endocrine systems.
4. Collaborate with multidisciplinary professionals for predicting anesthetic outcomes in patients with pathophysiology of the renal, hepatic, and endocrine systems.

5. Incorporate advanced health assessment practices to identify possible risks and complications of anesthetic techniques specific to patients with pathophysiological conditions of the renal, hepatic, or endocrine systems.

Course Topics

The anesthesia machine and monitoring equipment.
Kidney anatomy & physiology.
Renal blood flow.
Kidney filtration, reabsorption & secretion.
Diuretics, anesthesia drugs and impaired renal function.
Surgical procedures involving the kidney.
Liver anatomy, physiology & function.
Hepatic blood flow.
Hepatitis and alcohol abuse.
Diseases of the liver.
Endocrine overview.
Hormones
Diseases of the endocrine system / anesthetic implications.

Required Texts

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

Apex Anesthesia. <https://www.apexanesthesia.com>

Recommended Resource

1. *Physical Examination & Health Assessment – 7th Edition*; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)
2. *Benumof and Hagberg's Airway Management – 3rd Edition*; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)
3. *Textbook of Medical Physiology – 13th Edition*; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 781455770052 (June 2015)
4. *A Practical Approach to Anesthesia Equipment*; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)
5. *Morgan & Mikhail's Clinical Anesthesiology – 5th Edition*; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8924

CRN XXXXX

Semester XXXX

Course Title:

Epidemiology in Nursing

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description:

Epidemiologic concepts of populations for understanding and using health research is the focus. Principles and methods of data analysis central to understanding health-related indicators for population health management will be used. Students will be prepared to function as members of a research team 2 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Select appropriate epidemiological techniques for addressing question/problem of interest.
2. Use epidemiological databases to explore risk factors and health outcome relationships.
3. Demonstrate the ability to a critically evaluate health and epidemiological literature.
4. Understand effective ways to explain the results of health and epidemiological studies to various audiences.

Course Topics

History and scope of epidemiology

Practical applications of epidemiology

Applications for the assessment of the health status of populations and the delivery of health services

Applications relevant to disease etiology

Descriptive epidemiology: person, place, and time

Biostatistical measures of morbidity and mortality

Sources of data for use in epidemiology

Study designs

- a. Screening for disease
- b. Measures of the validity of screening tests
- c. Sensitivity and specificity

Epidemiology

- a. Work and environment
- b. Molecular and genetic
- c. Psychologic, behavioral, and social

Required Texts

Gordis, L. (2015). *Epidemiology* (5th ed.). Elsevier. ISBN: 9781455737338

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8925

CRN XXXXX

Semester XXXX

Course Title:

Clinical Practicum VI

Class Time:

XXXX

Location:

St. Elizabeth Health Center, Main Campus

St. Elizabeth Health Center, Boardman Campus

St. Joseph Health Center

Howland Surgical Center

Akron Children's Hospital, Boardman Campus

Faculty:

John Underwood, DNAP, APRN-CRNA

Patricia Kostelnak, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: underwood@belpark.net

kostelnak@belpark.net

Course Description:

Prerequisite: Clinical Practicum V

Semester course; 450 clocked clinical hours. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Graded S/U/F.

4 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Appraises principles of research to the clinical anesthesia setting.
2. Prioritize advanced health assessment findings to create a tailored anesthetic care plan consistent with overall medical and nursing regimen.

3. Transfer the skills and knowledge gained from simulation into the clinical setting.
4. Justify fluid management and replacement decisions in the surgical patient.
5. Recommend various anesthetics while supporting theoretical and practical approaches of ethical decision-making.

Course Topics

The anesthesia set up.
Applying research findings in the operating room.
Developing an anesthesia care plan.
Anesthesia and multicultural populations
Nurse anesthetist scope of practice.
Simulation and clinical performance of basic anesthesia skills.

Required Texts/Web Sites

Anesthesiologists Manual of Surgical Procedures- 5th Edition; Jaffe, Richard;
Lippincott. ISBN 9781451176605 (2014).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8926

CRN XXXXX

Semester XXXX

Course Title:

Principles of Anesthesia V

Class Time:

XXXX

Location:

XXXX

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: kostelnak@belpark.net

Catalog Description:

Prerequisite: Principles of Anesthesia IV

Nurse anesthesia students will successfully formulate, execute, and revise a safe, individualized anesthetic. They will recommend anesthetic techniques and determine methods to prevent anesthetic complications. Students will outline fluid administration, intraoperative monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments. Illustrates advanced concepts of patients from across the lifespan.
3 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Validate in depth understanding and use of anesthesia equipment and monitors.
2. Formulate, execute, and revise a safe, individualized anesthesia care plan.
3. Relate theory to evidence based clinical practice when tailoring anesthetics and fluid administration to patients with pathophysiological conditions specific to their stage of life (i.e. Elderly, morbidly obese, and pediatrics).
4. Collaborate with multidisciplinary professionals for predicting anesthetic outcomes in patients with age-specific pathophysiology.
5. Incorporate advanced health assessment practices to identify possible risks and complications of anesthetic techniques specific to patient population.

Course Topics

Anesthesia across the lifespan.
Physiological changes across the lifespan.
Changes during pregnancy.
The geriatric population.
Pathophysiological changes with aging.
The pediatric population (anatomical differences).
Calculating anesthesia drug doses for infants and children.

Required Texts

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

Apex Anesthesia. <https://www.apexanesthesia.com>

Recommended Resource

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8927

CRN XXXXX

Semester XXXX

Course Title:

DNP Scholarly Project I

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description:

Prerequisites **EBPI** and **EPBP II**.

Focuses on identification of relevant clinical issues in anesthesiology with attendant formulation of critically applicable questions and examination of the relevant research evidence that addresses those questions. Students implement and evaluate a terminal project and disseminate the results through an oral and/or poster presentation, manuscript submission to a peer-reviewed journal or another appropriate medium.

3 s. h.

Course Objectives/DNP Student Learning Outcomes (SLO)

1. Appraise current and emerging evidence to implement the best evidence for nurse anesthesia practice.
2. Develop an evidence-based project through problem identification, proposal development, implementation, and evaluation.
3. Design processes to evaluate outcomes of practice and systems of care to improve health outcomes.
4. Use information technology systems for storage and retrieval of data.
5. Apply analytical methodology to synthesize existing literature relevant to nurse anesthesia practice.

Course Topics

Review boards.

Scholarly portfolio

Timelines

Doctoral presentation
Required Texts

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

Professional Practice Manual

Recommended Resource

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8928

CRN XXXXX

Semester XXXX

Course Title:

Healthcare Finance & Practice Management

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description:

This course explores the role and examines healthcare finance and economics from the perspective of the advanced practice nurse. Emphasis is given to analysis and synthesis of practice behaviors specific to the development of the advanced practice role. Financial management principles, the healthcare reimbursement system, reimbursement process, and factors influencing the financial environment are discussed. 2 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Examine the legal parameters and scope of practice of advanced practice nursing.
2. Explore current issues related to the development of advanced practice.
3. Analyze financial and budgeting concepts relate the advanced practice role.
4. Examine the impact of the health care reimbursement system, reimbursement processes, and models of healthcare practices on the fiscal viability of healthcare and the advanced practice role.

Course Topics

Advanced practice role transition
State and legal parameters and scope of practice
Current healthcare and advanced practice issues
Financial budgeting concepts
Billing and coding in advanced practice

Healthcare reimbursement processes and fiscal viability of practice
Strategies for optimizing reimbursement

Required Texts

Buppert, C (2018). *Nurse practitioner's business practice and legal guide* (6th ed.).
Burlington, MA: Jones & Bartlett. ISBN-13: 978-1284117165.

<https://www.aana.com/practice/practice-management>

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Recommended Resource

<https://www.aana.com/practice/practice-management/business-of-anesthesia>

*American Psychological Association. (2012). *APA Style Guide to Electronic References* (6th ed.). Washington, D.C.: Author.

*This is a digital format for kindle devices and is purchased directly by the student.

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8929

CRN XXXXX

Semester XXXX

Course Title:

Clinical Practicum VII

Class Time:

XXXX

Location:

St. Elizabeth Health Center, Main Campus
St. Elizabeth Health Center, Boardman Campus
St. Joseph Health Center
Howland Surgical Center
Akron Children's Hospital, Boardman Campus

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA
John Underwood, DNAP, APRN-CRNA
Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.
Phone: (330)480-3444
E-mail: kostelnak@belpark.net
underwood@belpark.net

Catalog Description:

Prerequisite: **Clinical Practicum VI.**

Semester course; 450+ clocked clinical hours. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility and supervised autonomy for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Graded S/U/F.

4 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Apply principles of research to the clinical anesthesia setting.
2. Perform a supervised preanesthetic interview and physical assessment with no assistance of a faculty member.

3. Develop an appropriate clinical level care plan consistent with overall medical and nursing regimen.
4. Transfer the skills and knowledge gained from simulation into the clinical setting.
5. Demonstrate understanding of principles of fluid management and replacement in the surgical patient.
6. Monitor and evaluate various anesthetics and apply theoretical and practical approaches of ethical decision-making.

Course Topics

The anesthesia set up.
 Applying research findings in the operating room.
 Developing an anesthesia care plan.
 Anesthesia and multicultural populations
 Nurse anesthetist scope of practice.
 Simulation and clinical performance of basic anesthesia skills.

Required Texts/Web Sites

Anesthesiologists Manual of Surgical Procedures- 5th Edition: Jaffe, Richard;
 Lippincott. ISBN 9781451176605 (2014).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8930

CRN XXXXX

Semester XXXX

Course Title:

Ethics in Advanced Practice Nursing

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description:

This course explores the philosophic basis and derived theories of ethics and their implications for advanced nursing practice. Using ethical principles, students will examine a variety of clinical, research and practice management dilemmas that arise in the provision of advanced practice nursing services to individuals, populations and communities. Cultural competence and transcultural nursing practices will also be explored. 2 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Examine the origin of values and their impact on both personal and professional behavior.
2. Analyze nursing and ethical theories and models.
3. Evaluate various theoretical and practical approaches of ethical decision-making.
4. Analyze racial and ethnic health disparities for populations at risk, and its impact on nursing and health care.

Course Topics

Ethics: Major Concepts and Principles

Ethical Dilemmas in Advanced Nursing Roles

Frameworks for Ethical Decision-Making

Legal Issues Pertinent to Advanced Nursing Role Implementation

Issues related to social justice, health care disparities, vulnerable populations,

professional interactions, end of life, conflicts of interest, and scientific research agendas.

Cultural awareness.

Required Texts

American Nurses Association (2015). *Guide to Nursing's social policy statement: Understanding the profession from social contract to social covenant*. Silver Springs, MD: Author. ISBN 9781558102705

American Nurses Association (2015). *Code of ethics for nurses with interpretative statements*. Silver Springs, MD: Author. ISBN 978-1-55810-599-7

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Recommended Resource

*American Psychological Association. (2012). *APA Style Guide to Electronic References* (6th ed.). Washington, D.C.: Author.

*This is a digital format for kindle devices and is purchased directly by the student.

St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University

NURS 8931

CRN XXXXX

Semester XXXX

Course Title:

DNP Scholarly Project II

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description:

Prerequisites **DNP Scholarly Project I**

Catalog description:

Focuses on identification of relevant clinical issues in anesthesiology with attendant formulation of critically applicable questions and examination of the relevant research evidence that addresses those questions. Students implement and evaluate a terminal project and disseminate the results through an oral and/or poster presentation, manuscript submission to a peer-reviewed journal or another appropriate medium.
3 s. h.

Course Objectives/DNP Student Learning Outcomes (SLO)

1. Appraise current and emerging evidence to implement the best evidence for nurse anesthesia practice.
2. Develop an evidence-based project through problem identification, proposal development, implementation, and evaluation.
3. Design processes to evaluate outcomes of practice and systems of care to improve health outcomes.
4. Use information technology systems for storage and retrieval of data.
5. Apply analytical methodology to synthesize existing literature relevant to nurse anesthesia practice.
6. Disseminate project results in a professional manner both written and orally.
7. Develop strategies to translate relate into practice.

Required Texts

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

Professional Practice Manual

Recommended Resource

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 9781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8932

CRN XXXXX

Semester Spring XXXX

Course Title:

Teaching, Curriculum & Evaluation

Class Time:

XXXX

Location:

XXXX

Faculty:

Beverly Rodgers, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: brodgers@belpark.net

Catalog Description:

This course examines the principles of teaching and learning applicable to the anesthesia didactic and clinical environment. Strategies are presented in teacher/learner communication, presentation development and strategies, curriculum designs and methods of evaluation pertinent to nurse anesthesia education.

1 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

Upon completion of this course, the student will be able to:

1. Define curriculum
2. Develop strategies for curriculum development
3. Design courses and develop implementation strategies
4. Identify and define purposes and methods of evaluation
5. Explore strategies for teaching adult learners

Course Topics

Teaching curriculum development.

Course design and implementation.

Purpose and methods of evaluation.

Teaching strategies across the generations.

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8933

CRN XXXXX

Semester XXXX

Course Title:

Clinical Practicum VIII

Class Time:

XXXX

Location:

St. Elizabeth Health Center, Main Campus

St. Elizabeth Health Center, Boardman Campus

St. Joseph Health Center

Howland Surgical Center

Akron Children's Hospital, Boardman Campus

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA

John Underwood, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: kostelnak@belpark.net

underwood@belpark.net

Catalog Description:

Prerequisite: **Clinical Practicum VII.**

Semester course; 450+ clocked clinical hours. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility and supervised autonomy for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Graded S/U/F.

4 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Apply principles of research to the clinical anesthesia setting.
2. Perform a supervised preanesthetic interview and physical assessment with no assistance of a faculty member.

3. Develop an appropriate clinical level care plan consistent with overall medical and nursing regimen.
4. Transfer the skills and knowledge gained from simulation into the clinical setting.
5. Demonstrate understanding of principles of fluid management and replacement in the surgical patient.
6. Monitor and evaluate various anesthetics and apply theoretical and practical approaches of ethical decision-making.

Course Topics

The anesthesia set up.

Applying research findings in the operating room.

Developing an anesthesia care plan.

Anesthesia and multicultural populations

Nurse anesthetist scope of practice.

Simulation and clinical performance of basic anesthesia skills.

Required Texts/Web Sites

Anesthesiologists Manual of Surgical Procedures- 5th Edition; Jaffe, Richard; Lippincott. ISBN 9781451176605 (2014).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 9781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

YOUNGSTOWN STATE UNIVERSITY
Department of Nursing

NURS 8934

CRN XXXXX

Semester XXXX

Course Title: Leadership and Collaboration for the DNP Nurse Anesthetist

Class Time:

XXXX

Location:

XXXX

Faculty:

XXXX

Office: XXXX

Phone: XXXX

E-mail: XXXX

Catalog Description:

This course focuses on nursing leadership incorporating theory and research as it applies to the role of the Doctor of Nursing Practice in a variety of settings. The focus is developing advanced leadership and management skills, organizational effectiveness, power and influence skills, change management. 2 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Explore leadership theories and research useful in the role of an advanced practice nurse
2. Analyze various advanced leadership and management styles
3. Explore the use of power and influence in the leadership role
4. Compare and contrast the competencies of advanced practice nurses
5. Analyze the use of strategies to develop leadership abilities for the DNP nurse anesthetist

Course Topics

Leadership and Management

Strategic planning

Effective collaboration

Competitive healthcare environment

Systems communication

Required Texts

Jansen, M.J. (2015). *Advanced practice nursing, Fifth Edition: Core concepts for professional role development* (5th ed.) New York: Springer.

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8935

CRN XXXXX

Semester XXXX

Course Title:

Clinical Practicum IX

Class Time:

XXXX

Location:

St. Elizabeth Health Center, Main Campus

St. Elizabeth Health Center, Boardman Campus

St. Joseph Health Center

Howland Surgical Center

Akron Children's Hospital, Boardman Campus

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA

John Underwood, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480-3444

E-mail: kostelnak@belpark.net

underwood@belpark.net

Catalog Description:

Prerequisite: **Clinical Practicum VIII**

Semester course; 450+ clocked clinical hours. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes full responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum with full supervision and guidance. Graded S/U/F.

4 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

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

1. Apply principles of research to the clinical anesthesia setting.
2. Perform a preanesthetic interview and physical assessment.
3. Develop an appropriate clinical level care plan consistent with overall medical and nursing regimen.

4. Transfer the skills and knowledge gained from simulation into the clinical setting.
5. Demonstrate complete understanding of principles of fluid management and replacement in the surgical patient.
6. Monitor, evaluate, and titrate various anesthetics and apply theoretical and practical approaches of ethical decision-making.

Course Topics

The anesthesia set up.
Applying research findings in the operating room.
Developing an anesthesia care plan.
Anesthesia and multicultural populations
Nurse anesthetist scope of practice.
Simulation and clinical performance of basic anesthesia skills.

Required Texts/Web Sites

Anesthesiologists Manual of Surgical Procedures- 5th Edition; Jaffe, Richard;
Lippincott. ISBN 9781451176605 (2014).

Nurse Anesthesia – 6th Edition; Nagelhout, John J. & Plaus, Karen L.; Elsevier Health Sciences. ISBN: 9780323443920 (July 2017)

Apex Anesthesia. <https://www.apexanesthesia.com/>

Physical Examination & Health Assessment – 7th Edition; Jarvis, Carolyn; Elsevier Health Sciences. ISBN: 9781455728107 (2015)

Benumof and Hagberg's Airway Management – 3rd Edition; Hagberg, Carin A.; Elsevier Health Sciences. ISBN: 9781437727647 (2012)

Textbook of Medical Physiology – 13th Edition; Guyton, Arthur C. & Hall, John E.; Elsevier Health Sciences. ISBN: 9781455770052 (June 2015)

A Practical Approach to Anesthesia Equipment; Dorsch, Jerry A. & Dorsch, Susan, E.; Lippincott Williams & Wilkins. ISBN: 9780781798679 (October 2010)

Morgan & Mikhail's Clinical Anesthesiology – 5th Edition; Butterworth, John; Mackey, David C.; & Wasnick, John; McGraw Hill. ISBN: 9780071627030, Lange Series (2013)

Clinical Anesthesia – 8th Edition; Barash, Paul G.; Cullen, Bruce F.; Stoelting, Robert K.; & Cahalan, Michael; Lippincott Williams & Wilkins. ISBN: 9781496337009 (May 2017)

**St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
Academic Affiliation with Youngstown State University**

NURS 8936

CRN XXXXX

Semester Summer XXXX

Course Title:

Anesthesia Synthesis: Comprehensive Review

Class Time:

XXXX

Location:

XXXX

Faculty:

Patricia Kostelnak, DNAP, APRN-CRNA

Office: St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Phone: (330)480--3444

E-mail: kostelnak@belpark.net

Catalog Description:

This advanced course provides an opportunity for third-year doctoral anesthesia students to integrate the principle anesthesia concepts learned to date. Anesthesia Synthesis is not solely a traditional "board review". Instead, it includes the cerebral application of the concepts studied in previous courses. Graded S/U/F.

2 s. h.

Course Objectives / DNP Student Learning Outcomes (SLO)

Upon completion of this course, the student will be able to:

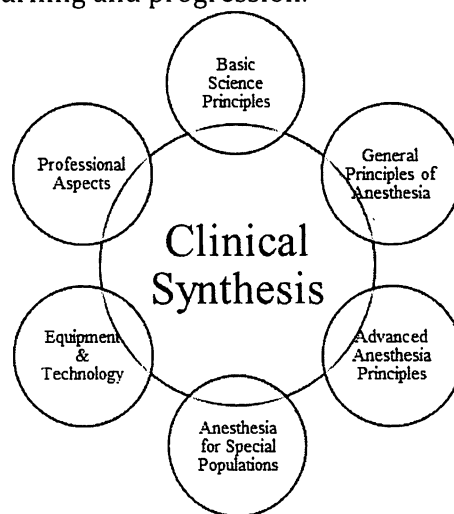
1. Apply the basic sciences, general and advanced anesthesia principles, and evidence-based practice to support the perioperative needs of a diverse patient population across different clinical settings
2. Succinctly communicate a plan of care, clinical reasoning, and supporting scientific evidence
3. Prioritize care by articulating clear patient goals and customized objectives
4. Create a differential diagnosis based on patient presentation and context of care
5. Collaborate with professional colleagues to analyze complex patient presentations and build comprehensive plans of care
6. Self-evaluate learning and develop an individualized study plan to ensure successful completion of the National Certifying Exam
7. Promote scientific inquiry, quality improvement, and a culture of patient safety

8. Demonstrate professional leadership, accountability, and self-reflection

Course Topics

The following topics and techniques will be used to enhance learning and improve understanding:

1. Problem-based learning: case scenarios will be analyzed to emphasize important anesthesia concepts.
2. Clinical reasoning: developing an analytical approach to patients presenting with complex, undifferentiated signs and symptoms.
3. Oral communication: practice articulating an anesthesia plan of care, decision-making, and clinical reasoning.
4. Group collaboration: constructing plans of care that address the perioperative needs of medically-complex patients
5. Written review: completing workbook exercises to reinforce comprehension of the foundational sciences.
6. Knowledge performance assessment: using a mock self-evaluation exam (SEE), semester quizzes, and web-based anesthesia simulator to promote continuous learning and progression.



Required Texts

Apex Anesthesia. <https://www.apexanesthesia.com/>

APPENDIX C
Faculty Biosketches

Kimberly Serroka Ballone, DNP, FNP- BC

1715 S. Hubbard Rd.
Lowellville, Ohio 44436
330-519-0109 (cell)
kaserroka@ysu.edu

Education	Concentration	Degree/Dates
The Frances Payne School of Nursing Case Western Reserve University Cleveland, Ohio	Doctor of Nursing in Practice	May 2009
Kent State University Kent, Ohio Master of Science in Nursing	Clinical Nurse Specialist Parent-Child Nursing	May 1989
Youngstown State University Youngtown, Ohio	Bachelor of Science in Associate in Applied Science	June 1987 June 1977
Certifications		
ANCC Board Certification Youngstown State University Youngstown, Ohio	Family Nurse Practitioner MSN Certificate Family Nurse Practitioner	July 2015 May 2015
Work Experience		
Primary Health Associates, Inc present Youngstown, Ohio 44505	Certified Nurse Practitioner	May 2017-
Youngstown State University present 1 University Plaza Youngstown, Ohio 44555	Professor	Sept 1990-
Forum Health 500 Gypsy Lane Youngstown, Ohio	Staff Educator Staff Nurse	8/1989-1991 9/1977-1989

Publications

Wagner, N. & Serroka, K. (2015). Pediatric Assessment: Respiratory Syncytial Virus Bronchiolitis. In Schuster, P. Concept mapping: A critical thinking approach to care planning 4e. Philadelphia, PA: FA Davis Company.

Serroka, K. & Wagner, N. (2015). Pediatric Assessment: Cystic Fibrosis. In Schuster, P., Concept mapping: A critical thinking approach to care planning 4e. Philadelphia, PA: FA Davis Company.

Hoyson, Patricia M. & Serroka, Kimberly A. (2008). NCLEX-RN Review: 1,000 questions to help you pass. Sandbury, MA: Jones & Barlett.

Serroka, K. & Wagner, N. (2008). Providing Immunizations. *In Hogan, MA, Comprehensive Review for NCLEX RN*, Chapter 15. Upper Saddle River, NJ: Prentice-Hall.

Presentations of Scholarly Works

"Simulation in Nursing Education". Presented at Galilee Medical Center, Nahariya, Israel with Kimberly Ballone and Mary Ann Cosentino, May, 2018

"Sickle Cell Scenario Simulation: Gaining Knowledge to Create Better Outcomes" Kids 2012: Promoting Positive Outcomes Nursing Conference. Akron Children's Hospital, Akron, Ohio with Nancy H. Wagner, October 4, 2012.

"Evaluation of Scenario Simulation on Nursing Students' Critical Thinking Abilities and Student Satisfaction as it Relates to Learning Style". METI Human Patient Simulation Network Regional Conference. Riverside Hospital, Columbus, OH, July 29, 2010.

Poster Presentations

"Using Scenario Simulation in an Undergraduate Pediatric Nursing Course". Society of Pediatric Nurses 2010 Convention. Pediatric Nursing: Exploring the Next Decade. Lake Buena Vista, FL. April 30 – May 2, 2010.

"Using Scenario Simulation in an Undergraduate Pediatric Nursing Course". Bitonte College of Health and Human Services Research Presentations. Youngstown, OH. August 19, 2010.

"Evaluation of Scenario Simulation on Nursing Students' Critical Thinking Abilities and Student Satisfaction as it Relates to Learning Style". DNP Conference - Global Nursing Education: The Role of the Professional Doctorate. France Payne Bolton School of Nursing, Case Western Reserve University, Cleveland, Ohio. October 16, 2009. (In collaboration with N. Wagner, V. O'Dell, and S. Lisko).

Professional Associations

Sigma Theta Tau International Honor Society, XiXi chapter, past president, 1990- present

Ohio Association of Advanced Practice Nurses (OAAPN), member 2014- present.

Ohio Nurses Association (ONA), general member, 1977- present.

Ohio Education Association (OEA), general member, 1990-present

Biosketch

Guang-Hwa Andy Chang

Professor/Statistics Coordinator, Mathematics & Statistics, Youngstown State University

EDUCATION

Institution	Concentration	Degree/Year
Texas Tech University, Lubbock, TX	Mathematics/Statistics	Ph.D., 1993
Texas Tech University, Lubbock, TX	Mathematics/Computer Science	MS, 1987
National Taiwan Ocean University, Taiwan, Navigation R.O.C.		BS, 1981

PROFESSIONAL EXPERIENCE

Youngstown State Present	Professor	2004 -
University, Department of Mathematics & Statistics	Associate Professor Assistant Professor	1998 - 2004 1993 - 1998
Youngstown State University	Statistics Coordinator	1993 - 2007, 2013 - present
Consortium of Eastern Ohio Universities Master of Public Health Program	Director of Biostatistics Core	2001 - present

RECENT SCHOLARLY PUBLICATIONS

- S. Khavari, X. Min, J. Munyon, G. Chang, "Prediction Human and Animal Protein Subcellular Location" *JSM Proceedings - Section on Statistics in Genomics and Genetics*, Alexandria, VA: American Statistical Association, p. 2982-2999, 2016.
- J. Munyon, G. Chang, X. Min, S. Khavari, "Prediction of Subcellular Locations for Fungal Proteins," *JSM Proceedings - Section on Statistics in Genomics and Genetics*, Alexandria, VA: American Statistical Association, p. 2499-2508, 2015.
- Neizer-Ashun K., Yu F., Meinken J., Min X., Chang G., "Prediction of plant protein subcellular locations," In: Saeed F. and Haspel N. (ed), *Proceedings of the 7th International Conference on Bioinformatics and Computational Biology (BICOB-2015)*. Honolulu, Hawaii, USA. pp 91-96, 2015.
- J. Meinken, D. Asch, K. Neizer-Ashun, G. Chang, C. Cooper JR, and X. Min, "FunSecKB2: a fungal protein subcellular location knowledgebase" *Journal of Computational Molecular Biology*, Vol. 4, No. 7, 1-17, 2014.

D. Kandray, M. Yacovone, D. Juruaz, and G. Chang, "Inter-rater Reliability of the Mallampati Classification for Patients in a Dental Hygiene Clinic" *The Journal of Dental Hygiene*, Vol. 87, No. 3, 134-139, June 2013.

RECENT RESEARCH

Min, J. & Chang, G. (2015-present) Prediction of Subcellular Locations for Fungal, Plant, Animal, and Human Proteins. Youngstown State University, Youngstown, OH

Chi, Y. & Chang, G. (2018-present) Modelling Saltwater Recreational Fishing Trips Using Count Data Models. University of Maryland Eastern Shore, MD, & Youngstown State University, Youngstown, OH

Tilson, M., Ahmadinia, H., Krzyzanowski, S., Chang, G. (2017-present) Improving PPSV23 Vaccination Rates in Ages 19-64 in the Ambulatory Setting. Western Reserve Health Education, Youngstown, OH and Youngstown State University, OH

PROFESSIONAL DEVELOPMENT PRESENTATIONS

J. Munyon, G. Chang, X. Min, S. Khavari, "Prediction of Subcellular Locations for Fungal Proteins," *Joint Statistical Meetings, Section on Statistics in Genomics and Genetics*, Alexandria, VA: American Statistical Association, Seattle, WA, 2015.

Neizer-Ashun K., Yu F., Meinken J., Min X., Chang G., "Prediction of plant protein subcellular locations," In: Saeed F. and Haspel N. (ed), the 7th International Conference on Bioinformatics and Computational Biology (BICOB-2015). Honolulu, Hawaii, USA, 2015.

S. Sanders, G. Chang, "Student and Faculty Perceptions about Software Secure Remote Proctoring and Student Authentication," presented at YSU BCHHS Scholarship Forum, 2014.

G. Andy Chang, Kele Ding, Salvatore Sanders, T. Albani, A. Krumpak, "Peer Influence and Drug Initiation Among High School Students in Midwestern United States", the American Public Health Association Annual Meeting, Washington D.C., MD, 2011.

G. Jay Kern and G. Andy Chang, "R and R Commander Workshops", American Statistical Association Cleveland Chapter meeting, Cleveland, OH, 2010.

PROFESSIONAL MEMEBERSHIPS AND SCHOLARLY AFFILIATIONS

American Statistical Association (since 1992)

Pi Mu Epsilon, the National Mathematics Honorary Society (faculty member since 1993)

Phi Kappa Phi, the National Honor Society, Youngstown State University (faculty member since 2008)

Delta Omega Alpha Chi Chapter National Honorary Society (faculty member since 2007)

PATRICIA McLEAN HOYSON

55 Woodside Avenue
Jefferson, Ohio 44047
(440) 576-8960
phoyson@yahoo.com

EDUCATION

DNP	5/2019*	Pursing Doctor of Nursing Practice at Case Western Reserve University Thesis: "Telehealth and the Advanced Practice Nurse" *anticipated graduation
Ph.D.	6/2001	Doctor of Philosophy in Nursing, University of Pittsburgh, Pittsburgh, PA. Dissertation: "The effects of a brief monthly telephone intervention on the selfcare and metabolic control of older persons with diabetes"
M.S.N.	5/2010	Master of Science in Nursing, Wright State University, Dayton, OH. Family Nurse Practitioner
M.S.N.	8/1991	Master of Science in Nursing, Kent State University, Kent, OH. Thesis: "The relationship between nurses' perceived and actual levels of diabetes knowledge"
B.S.N.	12/1986	Bachelor of Science in Nursing, Pennsylvania State University PA

PROFESSIONAL EXPERIENCE

1/1992-present	Department of Nursing, College of Health and Human Services. Youngstown State University, Youngstown, OH Chairperson (2003-2013) Professor (2010) Associate Professor (2003) Assistant Professor (1997) Instructor (1992)
10/2010-present	Primary Health Care Associates, Inc. Youngstown, OH Family Nurse Practitioner (FNP-BC)

CERTIFICATIONS

- Registered Nurse & Certified Nurse Practitioner in Ohio and Pennsylvania
- Certified Family Nurse Practitioner (FNP-BC) - American Nurses Credentialing Center (2010-present)
- Certified Diabetes Educator (CDE) - National Certification Board for Diabetes Educators (1987-present)
- Certificate of Authority (COA) - Ohio Board of Nursing (2000-present)
- Instructor Basic Life Support - American Heart Association (1984-present)
- Advanced Cardiac Life Support - American Heart Association (2010-2012)

PUBLICATIONS

Dillon, D & Hoyson PM (2014). *Beginning employment: A guide for the new nurse practitioner* The Journal for Nurse Practitioners. Vol 10 #1. 55-59.

Dillon, D & Hoyson, PM (2013). *From graduation to employment: A guide for the new nurse practitioner*. The Journal for Nurse Practitioners. Vol 9 #5. 312-315

Hoyson, PM & Serroka, KA. (2008). *NCLEX-RN Review: 1000 questions to help you pass*. Sudbury MA: Jones & Bartlett - Currently working on the 2nd edition of the book for publication in 2016-17

Hoyson PM (2009). *Lung disease, pancreatitis & alcohol abuse, ulcerative colitis & cancer of the colon, geriatric review & brain attack, delirium & dementia, final preparation* (pp 15-146) in NCLEX EXCEL course: Four day prep for the boards. Philadelphia: Drexel

Hoyson, PM & Serroka, KA. (2008). *NCLEX-RN Review: 1000 questions to help you pass*. Sudbury MA: Jones & Bartlett

Hoyson, PM. (2008). Endocrine. In PM Hoyson & KA Serroka, *NCLEX-RN Review: 1000 questions to help you pass* (pp. 151-167; 215-221). Sudbury MA: Jones & Bartlett

Hoyson, PM. & Hoyson RJ (2008). Introduction. In PM Hoyson & KA Serroka, *NCLEX-RN Review: 1000 questions to help you pass* (pp. 1-42). Sudbury MA: Jones & Bartlett

PRESENTATIONS

"Telehealth & the Advanced Practice Nurse" Poster Presentation and study data collection at the 2016 American Association of Nurse Practitioners (AANP) National Conference, San Antonio, TX (6/16).

'Lights, camera.... learning...take two! Video simulation presentation" (Hoyson) presented at the *Twenty-first Annual Nurse Educators Conference in the Rockies*, Breckenridge, CO (7/10)

"Gender differences in preexisting factors and acute rehabilitation outcomes in stroke" (Landgraff, Hoyson, Benedict, Kerns) poster presentation at the *Ohio Physical Therapy Association Conference*, Columbus, OH (10/09)

"Promoting academic success: A comprehensive nursing summary course" presented at the *18th Annual International Participative Conference for Education in Healthcare - Nurse Education Tomorrow (NET) 2007* - Nurse Education Tomorrow, Cambridge, UK. (9/07)

PROFESSIONAL MEMBERSHIPS / SCHOLARLY AFFILIATIONS

American Association of Advanced Practice Nurses (AAPN) (2012-present)

Ohio Association of Advanced Practice Nurses (OAAPN) (2012-present)

Sigma Theta Tau International Nursing Honor Society (1986-present)

XiXi Chapter Charter Member

President (1996-1999)

President Elect (1993-1996)

Phi Kappa Phi Honor Society (2008-present)

Jefferson Area Local Schools Board of Education (2003-present)

President (2010-2014)

Vice-President (2006-2010)

Finance Committee (2006-2014)

Legislative Liaison (2003-present)

Core Building Project Team (2005- project completion in 2010)

Biosketch**Patricia A. Kostelnak, DNAP, APRN-CRNA****Program Administrator****St. Elizabeth Health Center School for Nurse Anesthetists, Inc.****Education & Credentials**

DOCTOR OF NURSE ANESTHESIA PRACTICE, La Roche College, Pittsburgh, PA, May 2018

MASTER OF SCIENCE, Nursing, Youngstown State University, Youngstown, OH, Dec. 2014
Certificate of Completion, St. Elizabeth School for Nurse Anesthetists, Youngstown, OH, Nov. 2014

BACHELOR OF SCIENCE, Nursing, University of Akron, Akron, OH, 1990

Professional Experience

Program Administrator:

St. Elizabeth Health Center School for Nurse Anesthetists, Inc. Present

Assistant Professor of Clinical Practice:

The Ohio State University 8/2018-12/31/2018

Staff CRNA/Clinical Faculty:

Bel Park Anesthesia Associates, Inc. 2015-present

Cardiovascular Community Health Educator:

St. Elizabeth Health Center 1/2011-7/2012

Flight Nurse Stat MedEVAC 2005-2011

Mobile ICU Transport Nurse St. Elizabeth Health Center 1999-2012

Emergency Room Nurse St. Elizabeth Health Center 1999-2001

Medical/Coronary ICU St. Elizabeth Health Center 1992-1999

Intermediate Med/Surg (telemetry). St. Elizabeth Health Center 1991-1992

Certifications

Certified Registered Nurse Anesthetist (CRNA)

Registered Nurse, in the states of Ohio and Pennsylvania

Advanced Practice Registered Nurse (APRN), Ohio
Instructor, Basic Life Support (BLS), American Heart Association
Instructor, Advanced Cardiac Life Support (ACLS), also through AHA
Instructor, Pediatric Advanced Life Support (PALS), also through AHA

Recent Research

2018 "The Impact of an Educational Seminar on Anesthetic Choice for Colonoscopy Screening." Presented at La Roche College, May 2018.

Professional Memberships and Scholarly Affiliations

American Association of Nurse Anesthetists (AANA)	Jan 2015 to Present
Ohio State Association of Nurse Anesthetists (OSANA)	Jan 2015 to Present
Ohio Association of Advanced Practice Nurses (OAAPN)	Jan 2015 to Present
Sigma Theta Tau, Xi Xi Chapter	Jan 2019 to Present

Biosketch**Susan A. Lisko, DNP, RN, CNE****Professor and Scheduling Coordinator, Nursing, Youngstown State University****EDUCATION**

Institution	Concentration	Degree/Date
Case Western Reserve University	Nursing	DNP, 5/2009
Gannon University, Erie, PA	Nursing education	MSN, 12/1992
Youngstown State University	Nursing	BSN, 6/1984
St. Elizabeth Hospital School of Nursing Nursing, Youngstown, Ohio		Diploma, 6/1976

PROFESSIONAL EXPERIENCE

Youngstown State University, Department of Nursing	Associate Professor Assistant Professor Instructor	2012 - Present 2005 - 2012 1995 - 2005
Kaplan Nursing NCLEX-RN	Faculty member	May 2011 to present
Drexel University College of Nursing NCLEX®EXCEL! Philadelphia, Pennsylvania	Faculty Member	May 2009
Kent State University Youngstown, Ohio	Limited Service Faculty	Spring 1994
St. Elizabeth Hospital Medical Center School of Nursing Youngstown, Ohio	Instructor	November 1985 -1995

CERTIFICATION

Certified Nurse Educator (CNE) National League for Nursing	September, 2012 - present
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RECENT SCHOLARLY PUBLICATIONS

- Lisko, S. (1995) Development and use of videotaped instruction for the preoperative ambulatory client undergoing laparoscopy. *Journal of Post Anesthesia Nursing*, 10(6).
- Lisko, S. & Inskeep, S. J. (2001) Alternative clinical experience in an art gallery. *Nurse Educator*, 26(3), 117-119.
- Lisko, S. (2007) Perioperative Nursing Care, In P. M .Hoyson & K. A. Serroka (Eds.) *NCLEX-RN Review 1000 questions to help you pass*. (pp 267-293). Sudbury, MA: Jones and Bartlett.
- Lisko, S. A. & O'Dell, V. M. (2010) Integration of theory and practice: Experiential learning theory and nursing education. *Nursing Education Perspectives*, 31(2), 34-36.
- Lisko, S. A. (2013) *NCLEX-RN Questions and answers made incredibly easy*, 6th.edition. Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.
- Lisko, S. A. (2015). Online Resource Contributor In B. H. Quigley, M. L. Palm and L .S Bickley (Eds.).*Bates' Nursing Guide to Physical Examination and History Taking*, Philadelphia, PA: Wolters Kluwer Health.
- Lisko, S. A. (2015). Online Resource Contributor in C. M. Porth (Ed.) *Essentials of Pathophysiology: Concepts of Allied Health States*, 4th edition. Philadelphia, PA: Wolters Kluwer Health.
- Lisko, S.A. (2016). Post-operative concept map/Appendectomy, in P. M. Schuster (Ed.) *Concept Mapping: A critical-thinking approach to care planning*, 4th. Philadelphia, PA: F. A. Davis
- Lisko, S.A (2016) *NCLEX-RN Questions and answers made incredibly easy*. 7th.edition Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.

RECENT RESEARCH

- Lisko, S., O'Dell, V., & Roche, M. (2018). A Comparative Analysis of Course Sequencing and Kaplan Integrated Testing Scores. Youngstown State University, Youngstown, Ohio.

RECENT PROFESSIONAL DEVELOPMENT PRESENTATIONS

- 2018 "A Comparative Analysis of Course Sequencing and Kaplan Integrated Testing Scores." New Faculty Institute. Survival Skills for New Faculty. Conference. Nurse Tim Incorporated, Orlando, Florida and Evening of Research, Sigma Theta Tau International Honor Society, Youngstown State University, Youngstown, Ohio.

- 2016 "Experiential Learning Theory and Nursing Education. Poster." HPSN World 2016, CAE Healthcare, Tampa, Florida.
- 2011 "Evaluation of Scenario Simulation on Nursing Students' Critical Thinking Abilities as it Relates to Learning Style". Poster. Mosby's Faculty Development Institute 2011. Conference. Orlando, Florida.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed on Form Page 2.
Photocopy this page or follow this format for each person.

NAME		POSITION TITLE		
Nicolette Warren Powe		Assistant Professor		
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)				
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY	
Kent State University, Kent, OH	B.S.	1999	Community Health Education/Healthcare Ethics	
University of North Carolina, Chapel Hill, NC	Certificate	2002	Core Public Health	
North Carolina Central University, Durham, NC	M.S.	2003	Health Promotion/Human Sciences	
Georgetown University, Washington, DC	Certificate	2011	Nonprofit Management Leadership	
Loma Linda University, Loma Linda, CA	Dr.PH.	2016	Health Education/Global Health	

A. Positions and Honors**Positions and Employment**

1997-1999	University Student Instructor, Kent State University, Kent, OH
1999-2000	Migrant/Refugee Program Assistant, North Carolina Dept. of Health and Human Services, Raleigh, NC
2000-2001	Public Health Educator, Wilson County Department of Public Health, Wilson, NC
2001-2003	Health Education Supervisor, Lee County Health Department, Sanford, NC
2004-2010	Clinical Research Coordinator II, Duke University Medical Center, Durham, NC
2010-2016	Director/PI, SOPHE CDC Funded Projects, Society for Public Health Education, Washington, DC
2010-Present	Executive Director, Volunteer faith-based Community Health Program, Project FACT, Raleigh, NC
2011-2016	Adjunct Professor, On-line Course Developer, Columbus State University, Columbus, GA
2015-Present	Consultant, Engagement for Health, Cleveland, OH
2016-2017	Clinical Research Specialist II, University Hospitals, Cleveland, OH
2017-Present	Assistant Professor, Youngstown State University, Youngstown, OH

Other Experiences

1999-Present	Gethsemane Community Service Board Grant Writer
2000-2010	North Carolina Society for Public Health Education Conference Lecturer
2002-Present	National Commission for Health Education Credentialing, Certified Health Education Specialist #10135
2006-2008	North Carolina Youth Federation President
2007-2008	Gethsemane Board of Education Chairperson
2008-Present	CHES Self-Study Journal Exam Reviewer, Society for Public Health Education
2012-2016	National Commission for Health Education Credentialing, Professional Development Board
2012-2016	Office of Minority Health, Regional Health Equity Council (Mid-Atlantic/Region III)

Honors

1998	Eta Sigma Gamma National Health Education Honorary Fraternity Award
2007	Gethsemane SDA Church Community Service Award
2008	North Carolina Youth Federation Leadership Service Award
2009	Duke University Health System Community Care Giver Spirit Award
2015	Society for Public Health Education Staff Service Award

Biosketch**Valerie M. O'Dell, DNP, RN, CNE****MSN Program Director and Professor, Nursing, Youngstown State University****EDUCATION**

Institution	Concentration	Degree/Date
Case Western Reserve University	Nursing	DNP, 5/2009
Kent State University, Kent, Ohio	Parent Child Nursing	MSN, 5/1993
Youngstown State University	Nursing	BSN, 6/1985 with Honors
Mercy School of Nursing, Canton, Oh	Nursing	Diploma, 6/1979

PROFESSIONAL EXPERIENCE

MSN Program Director	Department of Nursing	2013 – present
Youngstown State University, Department of Nursing	Associate Professor Assistant Professor Instructor	2012 – present 2006 – 2012 1995 – 2006
Drexel University College of Nursing, Philadelphia, PA	NCLEX®EXCEL! Faculty Presenter	2009
St. Elizabeth Hospital School of Nursing, Youngstown, Ohio	Instructor	1985 – 1995
St. Joseph Riverside Hospital Warren, Ohio	Staff Nurse, Maternity Department Medical/Surgical Unit	Sept, 1982 – July, 1985 July, 1979 – August, 1982

CERTIFICATION

Certified Nurse Educator (CNE) National League for Nursing	March, 2013 – present
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SCHOLARLY PUBLICATIONS

O'Dell, V.M. (2016). Newborn of a mother with gestational diabetes. In *Concept mapping: A critical-thinking approach to care planning*, 4th ed. (McHugh Schuster, P.) Philadelphia: F.A. Davis.

O'Dell, V.M. (2016). Newborn with jaundice. In *Concept mapping: A critical-thinking*

approach to care planning, 4th ed. (McHugh Schuster, P.) Philadelphia: F.A. Davis.

O'Dell, V.M. (2016). Vaginal delivery and laceration repair. In *Concept mapping: A critical-thinking approach to care planning*, 4th ed. (McHugh Schuster, P.) Philadelphia: F.A. Davis.

O'Dell, V.M. (2016). Vaginal delivery for gravida 9. In *Concept mapping: A critical-thinking approach to care planning*, 4th ed. (McHugh Schuster, P.) Philadelphia: F.A. Davis.

Aurilio, L.A., & O'Dell, V.M. (2012). OB Assessment and Concept Map Care Plan for the Full Term Infant. In *Instructor's Guide for Concept Mapping*, 3rd ed. (McHugh Schuster, P.) Philadelphia: F.A. Davis.

Rendano, S., & O'Dell, V.M. (2012). Assessment of the newborn and mother. In *Instructor's Guide for Concept Mapping*, 3rd ed. (McHugh Schuster, P.) Philadelphia: F.A. Davis.

Aurilio, L.A., & O'Dell, V.M. (2010). Incorporating community based clinical experiences into a maternal-woman's health nursing course. *Journal of Nursing Education*, 49(1), 56-59.

Lisko, S.A., & O'Dell, V.M. (2010). Integration of theory and practice: Experiential learning theory and nursing education. *Nursing Education Perspectives*, 31(2), 34-36.

O'Dell, V.M. (2008). Maternal Newborn. In P.M. Hoyson & K.A. Serroka (Eds.), *NCLEX-RN review: 1000 questions to help you pass* (pp. 315 – 320, 339 – 345) Sudbury, Massachusetts: Jones Bartlett.

RECENT RESEARCH

Lisko, S., O'Dell, V., & Roche, M. (2018). A Comparative Analysis of Course Sequencing and Kaplan Integrated Testing Scores. Youngstown State University, Youngstown, Ohio.

GRANTS AWARDED

Nurse Anesthetist Traineeship Program Grant, provided by the Health Resources and Services Administration (HRSA).

2018	\$51,543.00
2017	\$23,901.00
2016	\$19,146.00
2015	\$16,684.00
2014	\$17,207.00

RECENT PROFESSIONAL DEVELOPMENT PRESENTATIONS

2018 “A Comparative Analysis of Course Sequencing and Kaplan Integrated Testing Scores.” New Faculty Institute. Survival Skills for New Faculty. Conference. NurseTim Incorporated, Orlando, Florida and Evening of Research, Sigma Theta

Tau International Honor Society, Youngstown State University, Youngstown, Ohio.

- 2016 "Experiential Learning Theory and Nursing Education." Poster. HPSN World 2016, CAE Healthcare, Tampa, Florida.
- 2011 "Evaluation of Scenario Simulation on Nursing Students' Critical Thinking Abilities as it Relates to Learning Style." Poster. Mosby's Faculty Development Institute 2011. Conference. Orlando, Florida.

PROFESSIONAL MEMEBERSHIPS AND SCHOLARLY AFFILIATIONS

- Association of Women's Health, Obstetric and Neonatal Nurses 2005 – present
- Sigma Theta Tau, Xi Xi Chapter, International Honor Society of Nursing 1992 – present

HONORS AND AWARDS

- Sigma Theta Tau, Xi Xi Chapter, International Honor Society of Nursing Award for Excellence in Leadership 2017
- Nurses' Health Study II, Twenty -Year Anniversary, Twenty years participation Harvard School of Public Health 2009

Beverly Ann Rodgers, DNAP, CRNA APRN

56 South Shore Drive
Boardman, Ohio 44512
(330) 726-1253
brodgers@belpark.net

EXPERIENCE

Program Administrator, January 2005-Present

St. Elizabeth Health Center School for Nurse Anesthetists, Inc.
Youngstown, Ohio

- Responsible by position and authority over the Nurse Anesthesia Program
- Assure compliance with the Standards for Accreditation of Nurse Anesthesia Educational Programs
- Coordinate didactic and clinical component of the program
- Present lectures to nurse anesthesia students including but not limited to:
 - Professional Aspects of Nurse Anesthesia
 - Anesthesia Principles I
 - Anesthesia Principles II
 - Anesthesia Principles III, specifically Obstetric Anesthesia
 - Wellness and Chemical Dependency
 - Legal Aspects
 - Ethics

Program Director, January 1992-Present

St. Elizabeth Health Center School for Nurse Anesthetists, Inc.
Youngstown, Ohio

Acting Program Director, August 1990-January 1992

St. Elizabeth Health Center School for Nurse Anesthetists, Inc.
Youngstown, Ohio

Obstetric Anesthesia Supervisor, January 1984-September 1990

St. Elizabeth Health Center, Youngstown, Ohio

- Developed Department of Anesthesiology Practice Policies
- Designed and implemented labor epidural program
- Presented educational programs to the OB nursing staff
- Responsible for obstetric experience for nurse anesthesia students

Didactic and Clinical Faculty, September 1980-August 1990

St. Elizabeth Health Center School for Nurse Anesthetists, Inc.
Youngstown, Ohio

Staff CRNA, September 1980-September 1990

Biosketch

Pamela A. Schuster, PhD, FNP-BC

Professor, Nursing, Youngstown State University

Education

BSN Ohio State University 9/1971-6/1975

MSN Kent State University 8/1978-5/1982

PhD Case Western Reserve University 5/1986-5/1990

Family Nurse Practitioner Youngstown State University 8/2010-5/2013

Professional Experience

Youngstown State University 09/1982- present Professor of Nursing

Cano Asthma, Allergy, and Immunology 08/2015-02/2017- Family Nurse Practitioner

Complex Care Solutions 05/2015-10/2015- Family Nurse Practitioner

CVS Minute Clinic- Boardman, Ohio 10/2013- 6/2014- Family Nurse Practitioner

Pennsylvania State University, Health Education 09/1990-05/1995

St. Elizabeth Medical Center (critical care) 09/1976-07/1992

Procure Cardiac Rehabilitation, summer 05/1984-09/1984

Salem Community Hospital (staff development) 09/1977-05/1979

Ohio State University Medical Center (labor & delivery) 07/1975-09/1976

Certification

Registered Nurse – Ohio and Pennsylvania

Family Nurse Practitioner, Board Certified - Ohio and Pennsylvania

Basic Cardiac Life Support

Recent Scholarly Publications

Schuster, P. (in press). Concept Mapping: A critical thinking approach to care planning, 5th ed. Philadelphia: FA Davis.

Schuster, P. (in press). Web Based Guide for Concept Mapping: A Critical-Thinking Approach to Care Planning and Teaching Ancillaries 5th ed. Philadelphia: FA Davis.

Schuster, P. (2016) Concept Mapping: A critical thinking approach to care planning, 4th ed. Philadelphia: FA Davis.

Schuster, P. (2016). Web Based Guide for Concept Mapping: A Critical-Thinking Approach to Care Planning and Teaching Ancillaries 4th ed. Philadelphia: FA Davis.

Schuster, P. (2014). Korean Edition of Concept Mapping: A critical thinking approach to care planning, 3rd ed. Philadelphia: FA Davis.

Schuster, P. (2012). Concept Mapping: A critical thinking approach to care planning, 3rd ed. Philadelphia: FA Davis.

Schuster, P. (2012). Web Based Guide for Concept Mapping: A Critical-Thinking Approach to Care Planning and Teaching Ancillaries 3rd ed. Philadelphia: FA Davis.

Silver, T., Bricker, D., Schuster, P., Pancoe, T., & Pesta, Z. (2012). Outcomes of teaching mental health recovery processes to persons in recovery through an education and mentoring program. *Best Practices in Mental Health*, 7(2), 72-83.

Scholarly/Research Projects in progress: (Research Interests)

I have been writing the 5th edition of concept map care plans and faculty/student web-based guide to be completed by 2020.

I have been continuing data collection on the study of the impact of student study abroad medical missions, collecting quantitative and qualitative data for each study abroad experience. This research includes the study of the development of inter-professional collaboration beyond the classroom as experienced through study abroad medical missions.

Recent Professional Presentations

Seminars/Consultations

May 23, 2018 Guest on WYSU radio program to speak about study abroad in Mexico with Gina Marinelli and the segment aired Tuesday May 23, it is posted on the WYSU website-wysu.org

2018- Consultation and collaboration with Youngstown State professor Dr. Diana Palady to recruit and educate undergraduate students on becoming interpreters for the study abroad medical mission.

August 21, 2017 Speaker at Workshop on Faculty-Led Study Abroad at YSU

April 17, 2017 YSU Sigma Theta Tau Evening of Research- Presented poster on Study Abroad in Nursing 2017 with 8 undergraduate nursing students

2015-2017 Consultation and collaboration with the Kent State Linguistics department professor Dr. Kelly Washburn to recruit and educate graduate students for translation and interpretation for medical missions.

September 12, 13, 2016 – I conducted 2-day Concept Map Seminar for the Nursing Department of Florida A&M University in Tallahassee, Florida

April 16, 2014 "Teaching Strategies of Concept Mapping and Study Abroad" Guest speaker for MSN Curriculum Design at YSU.

Feb 4, 2014 "Clinical Nurse Specialist, Nurse Practitioner, Nurse Anesthetist, Physician Assistant: Comparison of Roles" Guest speaker for YSU-MSN Professional Issues at YSU.

Sept 4, 2013 "Clinical Nurse Specialist, Nurse Practitioner, Nurse Anesthetist, Physician Assistant: Comparison of Roles" Guest speaker for YSU-MSN Professional Issues.

Jan 9 & 10, 2013 "Concept Mapping" at Southside Regional Medical Center, Petersburg, Virginia, I conducted 2-day workshop and consultation.

October 19, 2012 "Study Abroad, Health & Human Services" presentation at BCHHS Scholarship Forum.

Scholarly Affiliations/Community Service

2006-present Coordinator for Good Hope Medical Missions, Good Hope Church in Boardman, Ohio and have led yearly medical missions to Mexico and Dikenafai, Nigeria- and have taken students for study abroad experiences in addition to coordination of the team of providers and staff.

2015- Received Excellence in Community Service Award from Sigma Theta Tau Xi Xi

2007-present Fund-raising activities for medicines and supplies for medical missions

2017-2018 Camp Nurse at Camp Fredrick Rodgers, Ohio- establishing medical policies/procedures

STEVEN L. SHEAKOSKI, M.D.

1161 Trails Edge
Hubbard, OH 44425
(330) 759-8952 (Residence)
(330) 480-5658 (Work)

EDUCATION

- 1987 – 1990 Residency in Anesthesiology
Department of Anesthesiology
Western Reserve Care System
Youngstown, Ohio
- 1984 – 1987 Residency in General Surgery
Department of Surgery
Western Reserve Care System
Youngstown, Ohio
Cancer Fellow, 1985 – 1986
- 1984 M.D. Degree
University of Palermo
Faculty of Medicine and Surgery
Palermo, Italy
- 1979 M.S. Biochemistry
Lehigh University
Bethlehem, Pennsylvania
- 1975 B.S. Biochemistry
University of Scranton
Scranton, Pennsylvania

**LICENSURE/
CERTIFICATION**

- 1987 – Present Licensed, State Medical Board of Ohio
- 1992 Diplomate, The American Board of Anesthesiology
- 2002 Board Certification
Pain Medicine, The American Board of Anesthesiology
-

Biosketch

John M. Underwood, DNAP, APRN-CRNA

Assistant Program Administrator

St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

Education & Credentials

Doctor of Nurse Anesthesia Practice, La Roche College, Pittsburgh, PA, May 2018

Master of Science, Nursing, Youngstown State University, Youngstown, OH,
Dec. 2015

Certificate of Completion, St Elizabeth Health Center School for Nurse
Anesthetists, Youngstown, OH, Nov 2015

Bachelor of Science, Nursing, The Pennsylvania State University, Beaver, PA,
Aug 2011

Associate of Applied Science in Nursing, Kent State University, East Liverpool,
OH, May 1994

Professional Experience

Assistant Program Administrator St Elizabeth Health Center School for Nurse
Anesthetists, Inc. Aug 2018-present

Staff CRNA/Clinical Faculty
2016-present

Bel Park Anesthesia Associates, Inc.

Mobile Intensive Care RN
2005-2013

St Elizabeth Health Center

CVICU/CCU/ICU RN
2001-2013

Heritage Valley Health System

Emergency Department RN
2000-2001

Heritage Valley Health System

Cardio-Pulmonary RN

Heritage Valley Health System

1999-2000

Peritoneal/Hemodialysis RN Dialysis Clinics, Inc.
1994-1999

Certifications

Certified Registered Nurse Anesthetists (CRNA)

Advanced Practice Registered Nurse (APRN), Ohio

Registered Nurse, in the states of Ohio and Pennsylvania

Pre-Hospital Registered Nurse (PHRN), Pennsylvania

Basic Life Support Instructor, American Heart Association

Advanced Cardiac Life Support Instructor, American Heart Association

Pediatric Advanced Life Support Instructor, American Heart Association

Recent Research

“Does the Use of Ketamine on the Obese Patient During Monitored Anesthesia Care Reduce the Amount of Fentanyl Used” Presented at La Roche College, May 2018

Professional Memberships and Scholarly Affiliations

American Association of Nurse Anesthetists (AANA)	2013-Present
Ohio State Association of Nurse Anesthetists (OSANA)	2013-Present
Sigma Theta Tau, Xi Xi Chapter	2019

Military Service

United States Marine Corps Honorably Discharged	1984-1990
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Biosketch

Nancy H. Wagner, DNP, RN, CNE

Chair and Professor, Nursing, Youngstown State University

EDUCATION

Institution	Concentration	Degree/Date
Case Western Reserve University	Nursing	DNP, 5/2009
Indiana University, Indianapolis, IN	Nursing of Children at Risk	MSN, 5/1983
University of Cincinnati	Nursing	BSN, 6/1977

PROFESSIONAL EXPERIENCE

Chair	Department of Nursing	2013-present
Youngstown State University, Department of Nursing	Professor Associate Professor Assistant Professor	2016 - Present 2010 - 2016 2003 - 2010
Northeastern Ohio Universities College of Medicine Rootstown, Ohio	Adjunct Associate Professor	June, 2007- present

CERTIFICATION

Certified Nurse Educator (CNE)	November, 2011 – present
National League for Nursing	

RECENT SCHOLARLY PUBLICATIONS

- Wagner, N. & Shields, C. (2015). Electronic Media Questions Chapter 33: Electrocardiography. In Ignatavicius, D. & Workman, L. *Medical-Surgical nursing: Patient-Centered collaborative care*. 8th ed. St. Louis: Elsevier
- Wagner, N. (2015). Pediatric Tonsillectomy. In Schuster, P. *Concept mapping: A critical thinking approach to care planning 4e*. Philadelphia, PA: FA Davis Company.
- Wagner, N. & Serroka, K. (2015). Pediatric Assessment: Respiratory Syncytial Virus Bronchiolitis. In Schuster, P. *Concept mapping: A critical thinking approach to care planning 4e*. Philadelphia, PA: FA Davis Company.
- Serroka, K. & Wagner, N. (2015). Pediatric Assessment: Cystic Fibrosis. In Schuster, P., *Concept mapping: A critical thinking approach to care planning 4e*. Philadelphia, PA: FA Davis Company.

Hogan, M., Wagner, N., White, J., & Johnson, T. (2013). *Child health nursing: Reviews & rationales 3e*. Upper Saddle River, NJ: Pearson Nursing.

RECENT RESEARCH

Blank, S., Calcagni, L., Fusco, L., & Wagner, N. (2015-present). Social Support for Pregnant and Parenting Women: A Pilot Study. Youngstown State University, Youngstown, OH in partnership with Resource Mothers at Mercy Health

Wagner, N. & Weaver, A. (2015). YSU Nursing Success! Youngstown State University, Youngstown, OH and Youngstown Early College, Youngstown, OH

GRANTS AWARDED

2017 Awarded \$200,000.00 for the Nurse Education Grant Program (NEGP) for enrollment growth and program expansion in the RN-BSN Online Completion Program and the Nurses Education MSN option through the Ohio Board of Nursing. Columbus; OH, July, 2017.

2015 Awarded \$1,150.00 from the James and Coralie Centofanti Trust for Social Support for Pregnant and Parenting Women: A Pilot Study project

2015 Awarded \$1,150.00 for YSU Nursing Success!, a nursing career opportunity program for disadvantaged high school youth from Youngstown Early College and other area high schools; from AHEC, August, 2015

2015 Awarded \$182,984.00 for the Nurse Education Grant Program (NEGP) for enrollment growth and program expansion in the RN-BSN Online Completion Program through the Ohio Board of Nursing. Columbus; OH, July, 2015.

PROFESSIONAL DEVELOPMENT PRESENTATIONS

2018 "Social Support for Pregnant and Parenting Women: A Pilot Study". Presented at Evening of Research, a collaboration of Youngstown State University, Xi Xi Chapter Sigma Theta Tau and Mercy Health Research Council, April, 2018 with Laura Calcagni, Lori Fusco and Sheila Blank

2018 "Simulation in Nursing Education". Presented at Galilee Medical Center, Nahariya, Israel with Kimberly Ballone and Mary Ann Cosentino

2014 "Sickle Cell Scenario Simulation: Gaining Knowledge to Create Better Outcomes. Sigma Theta Tau, Xi Xi Chapter: *A Taste of Research*. Youngstown State University, April, 2014

2012 "Sickle Cell Scenario Simulation: Gaining Knowledge to Create Better Outcomes". Kids 2012: Promoting Positive Patient Outcomes. Akron Children's Hospital, Akron, OH. October 4, 2012.

PROFESSIONAL MEMEBERSHIPS AND SCHOLARLY AFFILIATIONS

Hadassah National Nurses' Council (steering committee/member)	2001-present
Phi Kappa Phi, Youngstown State Univ (member)	2009- present
Sigma Theta Tau, Xi Xi Chapter (chapter secretary/additional offices)	1980-present
International Honor Society of Nursing	

AMY L. WEAVER, PhD, RN, CNE
Youngstown State University
One University Plaza
Youngstown, OH 44555
(330) 941-2328
aweaver@ysu.edu

EDUCATION

PhD in Nursing, Nursing Education Focus Villanova University, Villanova, PA, May 2013
Master of Science in Nursing / Adult Clinical Nurse Specialist, Chronic Illness Focus
Youngstown State University, Youngstown, OH May 2006
Bachelor of Science in Nursing
West Liberty University, West Liberty, West Virginia May 1994

PROFESSIONAL EXPERIENCE

<u>Youngstown State University, Youngstown, OH</u>	August 2003-present
Associate Professor	August 2017-present
Assistant Professor	August 2013-August 2017
Coordinator, Nursing Home Administration Program	June 2011-September 2013
Nursing Instructor	August 2006-August 2013
Nursing Learning Resource Coordinator	August 2003-August 2006
<u>St. Joseph Health Center</u>	
Staff Nurse	May 2006-May 2007
<u>Health Index, Boardman, OH</u>	
Occupational Health Nurse (per diem)	December 2004-Jan 2008
<u>Warren City Schools, Warren, OH</u>	
School Nurse	August 2000-June 2001
<u>Horizon Healthcare Corporation, Warren, OH</u>	
Director of Education/Staff Development/Consultant	May 1996-August 2003
Restorative/Rehabilitation Nurse	September 1995-May 1996
Charge Nurse	May 1995-September 1995
<u>Kent Quality Care, Kent, Ohio</u>	
Charge Nurse	September 1994-May 1995

PUBLICATIONS

Weaver, A. (2015). The Effect of a Model Demonstration During Debriefing on Students' Clinical Judgment, Self-Confidence, and Satisfaction During a Simulated Learning Experience. *Clinical Simulation in Nursing*, 11(1), 20-26.

Schuster, P. (2016). *Concept Mapping* (4th ed.). Philadelphia: F.A. Davis Company.
Contributing author of a care plan.

Caputi, L. (Ed.). (2014). *Innovations in Nursing Education: Building the Future of Nursing, Volume 2*. Book Chapter: Alfes, C., Conrad, M., Ford, C., Sullivan-Mann, J, and Weaver, A. The Journey of Transitioning to a Simulation Nurse Leader in Ohio. Washington, DC: National League for Nursing.

- Jaimes, L., Keane, K., Sfiligoj, R., Weaver, A., Wilhaus, J., Dreifuerst, K., and Tagliareni, E. (2014). NLN-Jonas Scholars Present on Doctoral Education and Preparation for Teaching at National Meeting. *Nursing Education Perspectives*, 35(1), 66.
- Alfes, C., Aronson, B., Bethards, M., Chesney, T., DeLuna, R., Newton, R., and Weaver, A. (2014). NLN's Simulation Leaders Give SIRC Bibliography Site a Makeover. *Nursing Education Perspectives*, 35(5), 340-341. doi: <http://dx.doi.org/10.5480/12-906.1>

PEER-REVIEWED PUBLISHED ABSTRACTS

- A.J. Plant, D.J. Van Dussen, J. Recknor, A. Weaver, N.J. MacIntyre, C. Recknor, Incident Osteoporotic Fracture Analysis Among Older Adults Using The SFM-5: A New Predictive Clinical Assessment *The Gerontologist* (2015) 55 (Suppl 2): 191
doi:10.1093/geront/gnv550.22
- D.J. Van Dussen, A.J. Plant, J. Recknor, A. Weaver, N.J. MacIntyre, C. Recknor The Predictive Utility of the SFM-5 on 12 Month Hospitalization Rates for High Fracture Risk Older Adults *.The Gerontologist* (2015) 55 (Suppl 2): 100. doi: 10.1093/geront/gnv501.04
- Weaver, A. (2013). The Effect of a Model Demonstration During Debriefing on Students' Clinical Judgment, Self-Confidence, and Satisfaction During a Simulated Learning Experience. *Journal of Nursing and Care*, 2(3). <http://dx.doi.org/10.4172/2167-1168.S1.002>

PRESENTATIONS

- 2017 - Colloquium on Aging, Youngstown Historical Center of Industry and Labor, Youngstown, OH.
- 2016 – 40th Annual Professional and Student Conference on Aging, Ohio Association of Gerontology in Higher Education, Youngstown, Ohio. Weaver, A.L., Plant, A.J., Van Dussen, D.J, Recknor, C.P. “Innovative Partnerships to Prevent Fracture and Reduce Hospitalization Among Older Adults in Northeast Ohio.”
- 2016 – 40th Annual Professional and Student Conference on Aging, Ohio Association of Gerontology in Higher Education, Youngstown, Ohio. Weaver, A., Shortreed, M. A. “Toolkit for Teaching Caring for Aging Adults.”
- 2015 - Sigma Theta Tau, Xi Xi Chapter’s Research Symposium, Youngstown, OH. “The Effect of a Model Demonstration During Debriefing on Students' Clinical Judgment, Self-Confidence, and Satisfaction During a Simulated Learning Experience.”

POSTERS

- 2016 - STTI Delta Omega Spring 2016 Research Conference, Akron, OH. “Nursing Faculty Attitudes Toward Older Adults.”
- 2016 - Sigma Theta Tau, Xi Xi Chapter’s Research Symposium, Youngstown, OH. Penman, L, Weaver, A. “Nursing Faculty’s Influence on Teaching Care of Older Adults.”
- 2016 - Sigma Theta Tau, Xi Xi Chapter’s Research Symposium, Youngstown, OH. Weaver, A.L., Van Dussen, D.J., Plant, A.J, Recknor, J.C, Recknor, C.P., “Using SFM-5 to Predict Hospitalization Rates Within a Year in Older Adults With High Fracture Risk.”

FUNDING

2015-2016 - \$1,150 Northeast Ohio Area Health Education Center Grant for “YSU Nursing Success!” Program. Submitted with Nancy Wagner.

2015-2016 - \$2,500 University Research Council Grant for project “Nursing Faculty Attitudes Toward Older Adults.”

2013 - \$6,000 funding for dissertation study provided by The Jonas Center for Nursing Excellence.

NATIONAL / STATE PROJECTS

2016-2019 - Appointed - National League for Nursing's (NLN) Research Review Panel at NLN Headquarters, Washington, DC, April 2016 & 2017.

AWARDS AND HONORS

2017 Sigma Theta Tau Xi Xi Chapter's “Excellence in Education Award”

2015 Nominated Ohio Nurses Association's “Excellence in Nursing Research Award” (State Level)

2013 National League for Nursing Simulation Leader

2012-2014 NLN/Jonas Scholar, Jones Center of Nursing Excellence

2014 Sigma Theta Tau Xi Xi Chapter's “Excellence in Mentorship Award”

Fiscal Statement for New Graduate Degree Programs

DNP Nurse Anesthetist

	Year 1 FY 22	Year 2 FY 23	Year 3 FY 24	Year 4 FY 25	Year 5 FY 26
Projected Enrollment					
New head-count full time* (fall/spring avg unduplicated)	-	-	-	-	-
New head-count part time (fall/spring avg unduplicated)	-	-	15	15	15
Total full Time Equivalent (FTE) enrollment annual SCH/45	1.00	3.33	13.67	16.33	16.33
Projected Program Income					
Tuition (paid by student or sponsor)	57,500	159,500	476,200	568,200	579,600
Expected state subsidy	N/A	N/A	N/A	N/A	N/A
Externally funded stipends					
Other income (describe below) ¹	-	-	-	-	-
Total Projected Income	\$ 57,500	\$ 159,500	\$ 476,200	\$ 568,200	\$ 579,600
Program Expenses					
New Personnel					
New Faculty					
Full <u>...75 yr one plus .50 year two and .50 yr three</u>	\$ 79,800	\$ 134,330	\$ 189,943	\$ 191,842	\$ 193,760
Part Time <u>2 hrs per yr for scholarly project; 6 plus 5 plus 2 starting year 1, 2 and 3</u>	\$ 7,560	\$ 13,860	\$ 18,900	\$ 18,900	\$ 18,900
Non-instruction (indicate role(s) in narrative section below)					
Full					
Part time					
New facilities/space renovation (if applicable, describe below)	50,000				
Tuition Scholarship Support (if applicable, describe below)					
Additional library resources (if applicable, describe below)					
Additional technology or equipment (if applicable, describe below)					
Other expenses (describe below) ^{1,2}	55,833	137,770	323,858	386,503	394,296
(e.g. waived tuition and fees, travel, office supplies, accreditation costs)					
Total Projected Additional Expense	\$ 193,193	\$ 285,960	\$ 532,701	\$ 597,245	\$ 606,956
Net Program Income or Expense without SSI considered	\$ (135,693)	\$ (126,460)	\$ (56,501)	\$ (29,045)	\$ (27,356)

Assumptions:

- 2% tuition increase annually after year one which is 5%
- 1.0% faculty raise annually
- Part time is calculated at per hour rate
- Part time courses will be taught by PT faculty members each term
- 20% Out of state students (regional)
- Fringes included for employees
- SSI is not calculated or considered in fiscal statement due to potential decreasing allocation.

15 students each year. Credit hours represent the differential between the current Masters program and the DNP program. Tuition differential is also incorporated.
New headcount begins in year 3 as the current program is 2 years.

¹ Additional Revenue Sharing

² Travel to Hospitals (\$3,000)



**YOUNGSTOWN
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**RESOLUTION TO AUTHORIZE
RECOMMENDATION OF CANDIDATES
FOR HONORARY DEGREES**

WHEREAS, the *Policies of the Board of Trustees* provide for the recommendation of candidates for honorary degrees for the next academic year who are reviewed and recommended by the Academic Events Committee, the Provost/Vice President of Academic Affairs, and the President of the University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize that the selection for honorary degrees in the 2019-2020 academic year be granted from the candidates listed in the roster attached hereto.

**Board of Trustees Meeting
June 6, 2019
YR 2019-**

**Commencement Speakers Approved
by the
Senate Events Committee and the Academic Senate
April 2, 2019**

(in alphabetical order)

Dr. Patty Bode

Mr. Cornel Bogdan

Mayor Jamael Tito Brown

Mr. William Kennedy

Dr. Helen Lafferty

Dr. Thomas Shipka

Faculty Commencement Speaker Recommendations from Academic Events Committee

Here are some highlighted details of the faculty recommendations for commencement speakers:

Dr. Patty Bode

- Artist & educator
- Civil Rights Advocate
- Massachusetts Art Educator of the Year 2017

Mr. Cornel Bogdan

- YSU Alum
- Health & wellness advocate & educator
- Radio personality & businessman
- Community outreach and philanthropy

Mr. Jamael Tito Brown

- 51st mayor of Youngstown
- YSU Alum (2006, Counseling)
- Formerly Chief Deputy Treasurer, community organizer, councilman and more
- Prominent and successful leader & lifelong Youngstown resident

Mr. William Kennedy

- YSU graduate (B.E. Chemical Engineering, 1985)
- Businessman (President of Redex Industries)
- Public service, including development of products for cancer patients
- Continued advocacy & contributions to YSU, including tours of manufacturing facility for engineering students & serving on Chemical Engineering Program Industrial Advisory Board

Dr. Helen Lafferty

- YSU Alum (B.S. Education, 1971)
- Over 36-year career at Villanova University, including
 - Faculty member in Department of Education and Counseling
 - Associate Dean of the College of Liberal Arts and Sciences
 - University Vice President for 16 years

Dr. Thomas Shipka (multiple nominations)

- Emeritus Professor of Philosophy and Religious Studies
- Youngstown native (Ursuline '61)
- Noted orator & scholar
- Prominent figure in multiple communities, including the OEA/NEA leadership, YSU Athletics, a board member for Mill Creek MetroParks, the Public Library of Youngstown and Mahoning County, WRTA, and a co-founder and board member of the Citizens League of Greater Youngstown, amongst others

3356-10-05 Honorary degrees and commencement speakers.

Previous Policy Number: 1005.01
Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and VP for Academic Affairs
Revision History: October 1997; July 2009; June 2011;
June 2013; December 2015
Board Committee: Academic Quality and Student Success
Effective Date: December 16, 2015
Next Review: 2020

- (A) Policy statement. The board of trustees shall review and authorize the list from which commencement speakers and honorary degree candidates will be recommended by the academic events committee to the president. The board of trustees shall grant honorary degrees in recognition of a significant impact on the university, on the community, state or nation, or on society. Such degrees will be conferred at commencements, special convocations, and other events.
- (B) Procedures for selecting and approving candidates.
- (1) Criteria for nomination of commencement speakers and honorary degree candidates are determined by the provost/vice president for academic affairs, subject to board of trustees' approval.
 - (2) Faculty, staff, board of trustees members and/or anyone associated with the university may submit nominations for commencement speakers and/or honorary degree candidates to the academic events committee of the academic senate or directly to the provost/vice president for academic affairs.
 - (3) Per the academic senate bylaws, the academic events committee of the academic senate "shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, inaugural ceremonies, and recommend candidates for honorary degrees and commencement speakers to the university's president."

- (4) The academic events committee will review the credentials of all the candidates recommended and will submit a list of no less than fifteen and no more than twenty candidates for approval by the board of trustees during its regular June meeting. The list may be amended and reapproved by the board at any time throughout the year.
- (C) Selection of the commencement speaker.
- (1) The provost, in consultation with the president, shall select a commencement speaker from the board-approved list.
 - (2) The president will inform the board of the selection of the commencement speaker no later than the board meeting preceding the commencement ceremony.
- (D) Selection of the honorary degree recipient.
- (1) Only the board of trustees is authorized to approve the awarding of an honorary degree.
 - (2) The provost, in consultation with the president, shall recommend candidates for an honorary degree from the approved list for recognition at an appropriate event.
 - (3) The board shall approve the awarding of the degree no later than the board meeting preceding the event at which the honorary degree is to be conferred.



**RESOLUTION TO APPROVE TENURE FOR THE PROVOST AND VICE
PRESIDENT FOR ACADEMIC AFFAIRS**


WHEREAS, the Division of Academic Affairs recently identified a candidate for the position of Provost and Vice President for Academic Affairs, who was identified from an applicant pool obtained as a result of a national search process and recommended by the search committee; and

WHEREAS, the candidate's credentials have been reviewed by the faculty of the Department of Management, the Dean of the Williamson College of Business Administration, and the Interim Provost and Vice Associate for Academic Affairs, who have recommended appointment of the candidate with tenure to the President; and

WHEREAS, the candidate's credentials have been reviewed by the President, who recommends the appointment of the candidate as a Professor with tenure to the Board of Trustees; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the awarding of tenure to Dr. Brien N. Smith, effective June 6, 2019.

Memo

To: Dr. Betty Jo Licata, Dean, WCBA
From: Rangamohan V Eunni, Chairperson, Management Department 
Date: April 22, 2019
Re: Dr. Brien Smith's appointment as tenured Professor – Chair's recommendation

This memo is in furtherance of my support for the Management Department's recommendation to appoint Dr. Brien Smith as a tenured faculty at the rank of professor in the Department.

Dr. Smith's contributions in the areas of teaching, scholarship, and service as reflected in his resume forwarded by the Acting Provost of Youngstown State University have not only met but have far exceeded the requirements for tenure specified in WCBA's *Tenure and Promotion Guidelines*. In recognition of his record, the tenured faculty in the Department have **unanimously** recommended appointment of Dr. Brien Smith as a tenured faculty at the rank of professor in the Department.

Based upon his composite body of work and accomplishments in pursuit of excellence in all the three areas of an academic's profession, it is my considered judgment that Dr. Brien Smith is well deserving and qualified to be appointed as a tenured faculty at the rank of professor at Youngstown State University. I therefore recommend the same.

Minutes of the Management Department Meeting

Tenure Review of Dr. Brien Smith

April 22, 2019

Pursuant to a request from the Acting Provost of Youngstown State University, the Management Department Tenure Committee consisting of all the tenured faculty in the Department met on April 22, 2019 to consider and vote on the appointment of Dr. Brien Smith as a tenured faculty at the rank of Professor in the Department.

Drs. P.J. Bateman, A.J. Kos, B. Karpak, W.G. Vendemia, and G. Han-Haas were present. Dr. R. Dangol was not present due to travel out of town and submitted his ballot in advance. Dr. R.V. Eunni chaired the meeting but did not vote because as Department Chairperson he makes a separate recommendation. The tally of the ballots was as below:

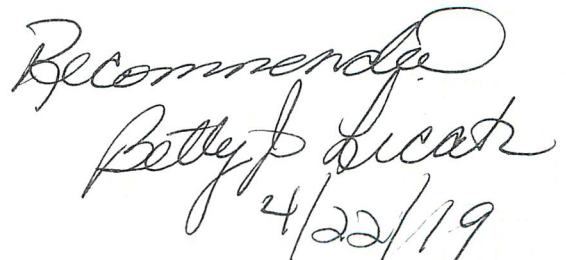
Support recommending tenure: 6

Oppose recommending tenure: 0

Abstain from vote: 0

Result: The Department Tenure Committee unanimously recommended appointment of Dr. Brien Smith as a tenured faculty at the rank of Professor in the Department.


Chair, Management Department 4/22/19


4/22/19



**RESOLUTION TO ASSURE THE STRATEGIC PLANNING PROCESS
CULMINATES WITH AN EFFECTIVENESS FRAMEWORK TO IMPLEMENT
THE PLAN AND THEREBY TO “TAKE CHARGE OF OUR FUTURE”**

WHEREAS, two previous Board of Trustees’ resolutions set forth parameters and expectations pertaining to the strategic planning process; and

WHEREAS, the previous “Take Charge of Our Future” Resolution outlined the areas of focus for strategic planning, and

WHEREAS, this Resolution is intended to assure an appropriate framework exists to ensure the Board-endorsed Strategic Plan (Plan) can be effectively implemented by providing additional Board guidance; and

WHEREAS, it is clear that the intersections of academic excellence, student success, and the utilization of technology significantly influences our objective to be a student-centric campus that is community-engaged and that the outcomes of planning for effective implementation requires that each of these areas be defined and described by their quality and institutional attributes; and

WHEREAS, to assure the success of the Plan there should be identified and agreed upon Key Performance Indicators (KPIs) for the Board’s use to assess progress achieving the objectives of the Plan and that additional metrics that influence the KPIs will be identified as well as the responsible parties with key strategies, timelines and resources identified to achieve the objectives associated with influencing and advancing the metrics and ultimately the KPIs; and

WHEREAS, in order to carry-out the plan, there must be mechanisms in place to guide institutional behaviors through principles-, feedback-, communications-, and timeline-based steps, and

WHEREAS, to assure that when the BOT endorses the Plan the operational mechanisms are in place to implement the plan it is expected that an outline of procedures (Policy 3356-1-10 and 3356-1-11) created by vice presidential divisions and others so designated will be available in early Fall semester for subsequent discussions and development and eventual endorsement by the president.

NOW THEREFORE BE IT RESOLVED, that the procedures to stimulate and enable academic excellence, student success, and technology utilization so as to be a student-centric campus that is community engaged will utilize best-, high-impact, or research-based practices; and



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That these procedures documents will be reviewed annually and adjusted appropriately to continuously minimize impediments and optimize the success of effectively achieving the objectives of the Plan; and

BE IT FURTHER RESOLVED that currently identified technology-enabling strategies should be implemented in an expediently effective manner as appropriate even in advance of the endorsed procedures.

**Board of Trustees Meeting
June 6, 2019
YR 2019-**



**BOARD OF TRUSTEES RESOLUTION REGARDING
EXCEPTIONAL STUDENT GOVERNMENT ASSOCIATION LEADERSHIP**

WHEREAS, the agenda review team for the Academic Excellence and Student Success Committee, including the Committee Chair and Vice Chair, met on May 10, 2019 to discuss the Agenda for the upcoming Committee meeting on June 5, 2019; and

WHEREAS, at the May 10, 2019 meeting, the agenda review team reviewed a proposed “Resolution to Approve Black Board use by Faculty” that had been drafted by the Student Government Association and subsequently endorsed by the Academic Senate; and

WHEREAS, during the discussion of the proposed Resolution it became clear that the leadership of the Student Government Association, particularly Ernie Barkett and Caroline Smith, demonstrated exceptional leadership in developing, adjusting in response to feedback, and articulating for such a resolution in front of various audiences, sometimes under very challenging circumstances; and

WHEREAS, it was determined that the proposed Resolution fits well in a broader construct for our future use of technology that calls for great innovation to bring our students, our faculty, and our academic support great transparency between student goals, student progress assessment, student support rendered, and other leading indicators that drive the lagging indicators of student success; and

WHEREAS, although Board action on the proposed Resolution will be deferred for additional input and consideration,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby requests such perspectives be appropriately addressed as a component of a larger technology advancement and utilization objective linked to the institution’s strategic planning process in a way that addresses the above and that such solution be brought forth as part of the strategic planning process particularly considering the March BOT meeting resolution pertaining to strategic planning; and

BE IT FURTHER RESOLVED, that the Academic Excellence and Student Success Committee and the Youngstown State University Board of Trustees hereby recognizes exceptional Student Government Association Leadership.

HIGHER LEARNING COMMISSION (HLC) UPDATE JUNE 2019

Reaffirmation of Accreditation

On July 30, 2018, the Institutional Actions Council (IAC) of the Higher Learning Commission concurred with the peer review team's report and recommendations with no changes. The IAC granted continued accreditation for **ten** years with the next Reaffirmation of Accreditation scheduled to occur in **2027-28**. In conjunction with this action, the IAC required the following **interim monitoring**:

- Interim report on **program review** (due 9/1/2021): Efforts to align academic Program Enhancement and Program Optimization are ongoing. Deans and chairpersons are providing feedback on a proposed template and guidelines.

Accreditation Site Visits

A two-person HLC review team visited campus on February 25-26, 2019, to review YSU's proposed **PhD** and **Master of Science in Health Sciences**.

- The review team recommended approval of the PhD in Health Sciences with submission of a monitoring report to address issues associated with program documentation and graduate policies and procedures.
- The review team did not recommend approval of the MS in Health Sciences because it was not developed as an independent, stand-alone degree program. YSU proposed, and ODHE had endorsed, the MS as a path to completion for any PhD students who pass their comprehensive exams but do not complete the PhD.
- According to the team report: "YSU has the capacity, support, and motivation to successfully implement a PhD program in Health Sciences. The department responsible (Physical Therapy) has a proven track record of implementing successful programming. Recent modifications in research support, renovation of department facilities, and faculty enthusiasm for an increased focus on research are positive signs that YSU should be successful."

Additional Locations

The Higher Learning Commission defines an "additional location" as "a place, geographically separate from any main or branch campus, where instruction takes place and students can ... complete 50 percent or more of the courses leading to a degree program."

- On May 3, 2019, the HLC approved YSU's request to add **Lakeview High School** as a new active additional location. (Lakeview has been extremely active in promoting College Credit Plus (CCP) coursework at its location and is nearing the threshold of offering fifty percent of the coursework for an associate degree.)

Summary of Academic Senate Actions: 2018-2019 Academic Year

The Board of Trustees recognizes the Academic Senate as an integral part of the governance structure of the university (Board Policy 3356-10-10). In accord with the best practices and principles of shared governance, the Board acknowledges the essential role and primary responsibility of the faculty in the development of new policies, or changes in existing policies, integral and essential to the academic functions and activities of the university. As such, the Senate drives the academic mission of the university. As the future of the university unfolds, the Senate shall be a key to the successful implementation of the Strategic Plan that is currently being developed.

The Academic Senate consists of an elected majority of full-time and part-time faculty. In addition, nearly a third of the Senate body is comprised of students and university staff, elected or appointed by the Student Government Association or the university President, respectively. The Senate is headed by an elected chair and vice chair, appointed secretary and parliamentarian, and an elected executive committee. Senate standing committees include the following: university curriculum, academic programs, academic standards, honors, academic research, library, technology, academic events, academic grievance, professional conduct, and general education. The Senate chair and the executive committee establish ad hoc committees as needed.

During the academic year, the Senate meets monthly in public session and conducts business solely related to the academic enterprise. When necessary, or outside the academic year, the chair and the executive committee act on behalf of the Senate. Actions of the Senate are directed towards fulfilling the strategic mission to establish the university as a center of academic excellence in teaching, research, and service.

The following list briefly summarizes selected activities of the Academic Senate this past year. These activities generally complement, as well as augment, the goals of the current Strategic Planning process.

Shared Governance: Sustaining the strategic success of the university shall depend upon the shared practices of equity and accountability. Previously, the Senate had endorsed the document *Principles and Practice of Shared Governance* (<https://ysu.edu/provost/principles-practice-shared-governance>) developed by the YSU Excellence Steering Committee. To begin the academic year, a Board-approved resolution endorsing shared governance guidelines was presented to the Senate. Throughout the year, Senators were encouraged to implement the principles of shared governance within the Senate as well in their interactions across campus.

Board of Trustees Advance, October 2018: The Senate's executive committee attended the Advance to learn more as the Board deliberated many varied aspects of Strategic Planning to set the stage for the upcoming strategic planning process. The same representatives participated in a

Shared Governance conversation attended by about 70 individuals with various roles across the university that kicked-off the Advance.

First Year Experience (FYE): An ad hoc committee, formed in May 2018 and composed of various campus constituencies, presented a set of recommendations for modifying the FYE. Given the possible alignment of the FYE to future re-development of the General Education Program (see below), no formal action was taken. However, the Senate will be addressing the role of the FYE in the academy once the re-envisioning of general education has been completed.

Re-Envisioning General Education: A working group, with representatives from across campus, was formed in collaboration with the Office of Academic Affairs to explore possible innovative changes to the General Education Program. Throughout the academic year, monthly reports to the Senate were received from the Working Group. At its last meeting, the Senate endorsed the progress of the Working Group as well as the future direction of its efforts. It is anticipated that a re-envisioning plan of action shall be presented to the Senate during the next academic year. This action plan shall be coordinated with policies currently being developed by the Ohio Department of Higher Education.

Academic Standards and Programs (ASAP) Task Force: The Senate established the ASAP Task Force to review policies and procedures associated with the development, implementation, and review of university-wide program requirements. The committee will collect data from various groups to identify challenges and opportunities within the current system. The intent is to define best practices and encourage the development of innovative academic programs that also coincide or exceed those standards promulgated by the Ohio Department of Higher Education. The Senate anticipates receiving a report and recommendations in the next academic year.

Faculty Use of Blackboard: A student-led initiative to require mandatory faculty use of the Blackboard learning management system was introduced to the Senate. After significant debate and compromise by all parties, the Senate endorsed a plan for faculty to voluntarily use the Blackboard learning management system to distribute syllabi and grades.

Curricular and Programmatic Actions: The University Curriculum Committee and Academic Programs Committee diligently reviewed curriculum and program proposals (i.e., additions, deletions, and modifications) submitted by various academic units. Respectively, the committees approved more than 275 curricular actions and at least 35 program actions that have now been included in the University's portfolio of courses and degree-related programs.

Voluntary and Involuntary Medical Leave Policy: In keeping with practices directed towards the well-being of our students, the Senate endorsed a policy proposed by the Division of Student Experience to facilitate mid-semester medical leave for all students with a documented physical or psychological illness of a serious nature. This student-centered policy shall be distributed to the university community, especially faculty and front-line academic staff.

Academic Standards Committee: This committee took action upon numerous policies/proposals intended to clarify academic-related issues and processes (e.g., conditional admission policies, credit hour definition for web-based courses, dean's list requirements, revised add/drop policy, etc.).

Reports: The Senate received numerous reports from different standing committees as well as from the broader university community. These reports often stimulated discussion and further engagement by faculty, staff, and students. Such reports included updates regarding the Higher Learning Commission, strategic planning, workload categories/teaching hours, provost search, workload policies, and electronic leave reports for faculty.

Academic Dishonesty Cases – Academic Year 2018-2019 as of April 24, 2019

# of Cases	# where student accepted responsibility	# of cases that went to hearing	# of cases that student was found guilty	# of cases that student was found not guilty
56 Fall semester: 47 (84%) Spring semester: 9 (16%)	54	2	1	1

<p>Charges Issued (some multiple charges):</p> <ul style="list-style-type: none"> ○ Plagiarism: 33 (58.9%) ○ Unauthorized Tools: 8 (14%) ○ Inappropriate Collaboration: 10 (17.8%) ○ Multiple Submissions of Work: 4 (7%) ○ Complicity: 1 (1.7%) ○ Fabricated Data: 1 (1.7%) ○ Impersonation: 1 (1.7%) ○ Lying for Academic Advantage: 1 (1.7%) 	<p>Student Status:</p> <ul style="list-style-type: none"> ● Domestic: 51 (91%) <ul style="list-style-type: none"> ○ In-State: 45 ○ Out-of-State: 6 ● International: 5 (9%)
<p>Colleges:</p> <ul style="list-style-type: none"> ● BCOE: 5 (9%) ● CCAC: 8 (15%) ● CLASS: 12 (22%) ● HHS: 11 (19%) ● STEM: 12 (22%) ● WCBA: 4 (6%) ● Undeclared: 4 (8%) 	<p>Gender:</p> <ul style="list-style-type: none"> ● Female: 31 (55%) ● Male: 25 (45%)
<p>Class Standing:</p> <ul style="list-style-type: none"> ● CCP: 3 (5%) ● Freshman: 16 (28.5%) ● Sophomore: 11 (20%) ● Junior: 7 (13%) ● Senior: 16 (28.5%) ● Masters: 3 (5%) 	<p>Month of Offense:</p> <ul style="list-style-type: none"> ● September: 3 (5%) ● October: 2 (3.5%) ● November: 13 (23%) ● December: 29 (52%) ● February: 2 (3.5%) ● March: 5 (9%) ● April: 2 (3.5%)

As of Friday, March 1, 2019 the following workload categories have been standardized across the colleges/departments:

- **Lecture (LE):** A lecture is formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques. The courses require no special physical plant facilities but may be offered in any general classroom. The student in such a course receives one (1) hour of academic credit for each hour spent in the classroom. One (1) Teaching Hour (TH) equals one (1) contact hour (50 minutes) of lecture instruction in a course.

Workload: 1 TH per 1 contact hour

- **Seminar (SE):** A seminar is an educational experience which is less formal than a classroom/lecture/discussion class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations. The courses require no special physical plant facilities but may be offered in any general classroom. The student in such a course receives one (1) hour of academic credit for each hour spent in the classroom. One (1) Teaching Hour (TH) equals one (1) contact hour (50 minutes) of seminar instruction in a course.

Workload: 1 TH per 1 contact hour

- **Recitation (RE):** Use this category to describe small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction that occurs in the larger lecture. The courses require no special physical plant facilities but may be offered in any general classroom. The student in such a course receives one (1) hour of academic credit for each hour spent in the classroom. One (1) Teaching Hour (TH) equals one (1) contact hour (50 minutes) of recitation instruction in a course.

Workload: 1 TH per 1 contact hour

- **Practicum (PR):** A practicum is an on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.

Workload: 1 TH per 1 contact hour

- **Independent (Individual) Studies (IS):** Course sections in which a faculty member works with a student or small group of students. These courses require the student, under faculty supervision, to conduct individualized research to pursue an individual project. No faculty member may receive more than three (3) TH for independent (individual) study courses during any one term.

Workload: One (1) TH for each six (6) SCH as reflected by the census point

- **Internship Program (IN):** An internship program is a partnership between students, institutions of higher education, and employers that formally integrates students' academic study with work or community service experience and that does both of the following:

1. Offers internships of specified and definite duration;

2. Evaluates each participating student's performance in the internship position, both from the perspective of the student's institution of higher education and the student's internship employer.

An internship program may provide participating students with academic credit upon successful completion of the internship, and may provide students with compensation in the form of wages or salaries, stipends, or scholarships.

(Reporting Note: Internships may be paid and may be for credit; they are usually one off activities rather than alternating as with coops)

Workload: One (1) TH for each fifteen (15) SCH as reflected by the census point.

- **Lab (LB):** A laboratory is an educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member. A laboratory requires applied study in a place on campus especially equipped for that purpose. The student is traditionally required to devote a greater number of weekly contact hours in a laboratory than the number of credit hours received for successful completion of the course.

Workload: 2/3 TH per contact hour

- **Studio (ST):** Studio is used to describe music, performance art, and theater courses. In a studio course there are demonstrations of specific skills, lecture portions are either non-existent or very limited and the class is structured as a practicum of doing with the guidance of instruction from a faculty member. The student is traditionally required to devote a greater number of weekly contact hours in a studio than the number of credit hours received for successful completion of the course.

Workload: 2/3 TH per contact hour

The following workload categories have yet to be standardized across the colleges/departments:

- Clinical
- Co-op
- Field Experience
- PhD and Master's Classes
- High Enrollment Classes
- Music lessons/ensembles
- Study Abroad
- Student Teaching
- Courses fitting in the "other" category

For Thesis/Dissertation advising, while general guidelines will be developed, it is recommended this be finalized in concert with strategic planning determining the areas within which we will gain national and strategic distinction so this step to finalize is linked to institutional goals/objectives.