AUTHORIZATION TO PLAN AN ACADEMIC PROGRAM

1. School/College and Department Unit
   UH Mānoa, School of Nursing and Dental Hygiene, Department of Nursing

2. Chair of Planning Committee
   Mary Boland, DrPH, RN, FAAN, Dean and professor SONDH

3. Program Category:  X New   ___Modified   ___Interdisciplinary

4a. Degree of Certificate Proposed
   Doctorate of Nursing Practice (DNP)

4b. List similar degrees offered in the UH System
   UH Mānoa (UHM) offers the PhD in Nursing. UH Hilo (UHH) is in the planning process to offer a DNP. Together, UHH and UHM are addressing state need by building two distinct collaborative and coordinated models to increase the number of nurses completing doctoral education.

5. Planning
   a. Planning period (not to exceed one year or reapplication is necessary)
      February 2011 through December 2011
   b. Activities to be undertaken during the planning phase
      The Department of Nursing (DON), School of Nursing and Dental Hygiene (SONDH), UH Mānoa offers Baccalaureate in Science, Master’s of Science (including a Master’s Entry Program), and PhD degrees in nursing (www.nursing.hawaii.edu). The master's programs prepare RNs for advanced practice nursing in accordance with national guidelines. The American Association of Colleges of Nursing (AACN) recommends the DNP as the appropriate degree for advanced nursing practice with addition of the practice doctorate by 2015.1 (Appendix 1, Fact Sheet DNP, AACN). The most recent AACN data shows that 72% of schools with APRN programs are either offering or planning a DNP program.2

      The SONDH BS and MS programs are completing re-accreditation review by the Commission on Collegiate Nursing Education (CCNE), with the self-study and site visit report indicating the programs meet the criteria for the four standards with no compliance concerns. The CCNE evaluation team recommended that the UHM DON begin planning the DNP degree. The Dean, DON, and the DON Faculty Senate have recommended immediate action.
      Planning activities will include:
      (1) Obtain additional consultation3 with key external stakeholders (healthcare industry and service providers) to ascertain specific current and future needs to inform program development.

---

3 During the CCNE re-accreditation preparation, extensive consultation was obtained from key stakeholders, including: State of Hawaii healthcare industry leaders and service providers, consumers and students. This information will be used to inform development of the DNP program. Where additional information is required, it will be collected during the planning phase.
(2) Formation of a DNP Planning Taskforce. Dean Boland will convene and charge the Taskforce to direct strategic planning for the endeavor. Members include Victoria Niederhauser, DrPH, APRN, PNP, Associate Dean for Academic Affairs; Jillian Inouye, PhD, APRN, Associate Dean for Research; Kristine Qureshi, DNSc, RN, Graduate Chair for Nursing; Clementina Ceria-Ulep, PhD, RN, Department of Nursing Chair; Maureen Shannon, CMN, FNP, PhD, FAAN, FACNM, Associate Professor and Frances Matsuda Chair in Women’s Health; Stephanie Marshall, MSN, RN, SONDH Director for Community Partnerships; and John Casken, DON Faculty Senate Chair.

UH Mānoa members include: Dean Patricia Cooper, Graduate Division; Dean Avi Soifer, Richardson School of Law; Associate Dean Roy Magnusson, MD, John A. Burns School of Medicine (JABSOM); and Dean Vance Roley, Shidler College of Business. The UH Statewide Nursing Consortium representative is Nancy Johnson, MSN, RN, Allied Health Department Chair, Maui College.

Community representatives include: Cindy Kamikawa, RN, Chief Nurse Officer and Vice President, The Queen’s Medical Center; Gail Lerch, RN, Executive Vice President for Human Resources and Organization Effectiveness, Hawai‘i Pacific Health; Cliff Cisco, Senior Vice President, HMSA; and Gail Tiwanak, MBA, RN, Director, Hawaii State Center for Nursing.

Arlene Sperhac, PhD, PNP, FAAN, Professor, Rush University will be serving as the national project consultant (see CV in Appendix 2). Dr. Sperhac developed one of the first DNP programs in the U.S. She is a member of the National Taskforce for NP Practice Doctorate Competencies (National Organization of Nurse Practitioner Faculties), president of the Pediatric Nursing Certification Board, and CCNE site visitor for accreditation of baccalaureate, master’s, and DNP programs.

(3) Formation of a DON DNP Workgroup. The workgroup will focus on four areas: 1) determining educational program; 2) identifying program need for student and administrative support; 3) addressing organizational impacts to prevent overlap in courses and scholarship; and 4) ensuring collaboration and coordination with UHH DNP program. Workgroup members include: the graduate specialty program directors (Mirella Vasquez-Brooks, PhD, APRN, FNP-BC and Jenny Sterns, CPNP, directors of the family and pediatric nurse practitioner program respectively; Connie Gazmen, MS, RN, OCN, director of the adult clinical nurse specialist program; Kristine Qureshi, DNSc, RN, director of the advanced public health program and Graduate Chair; Barbara Mathews, MS, APRN, NEA-BC, director of the nursing administration program); Sandra LeVasseur, PhD, RN, PhD program director); Katharyn Daub, EdD, RN, Chair, UHH Nursing School; Sarah Smith, MS, RN, Clinical Lab Coordinator and Faculty, UHH Nursing School; Merle Koury, PhD, MA, Director of the School Office of Student Services (OSS); Ray Jarman, PhD, the OSS graduate advisor; and two graduate student representatives.

(4) Utilize National Resource Documents. Planning will be guided by the following resource documents relevant to the profession of nursing education and practice:

- The Institute of Medicine (IOM), To Err is Human: Building a Safer Health System, (1999)
ATP: Doctorate of Nursing Practice - UHM

- Various specialty nursing organization competencies (Appendix 3)
- Develop timetable for implementation. Planning will target an implementation date of August 2012. UHM Nursing has 249 classified graduate students and is experienced in student recruitment, enrollment, and graduation. UHM Graduate Division provides necessary support. The majority of the required courses and academic progression procedures are in place. The DNP Essentials document will be used to guide program development. We anticipate applying for accreditation review 12 months after the first students are enrolled.

c. Submission date of program proposal

SONDH has conducted the needs assessment, engaged the consultant, and formed the groups described above. We anticipate the program proposal will be submitted in March 2011.

d. Workload/budget implications during the planning period

The planning will be conducted by the faculty of the Department of Nursing and Associate Dean for Academic Affairs at SONDH.

6. Program Description

The SONDH is proposing to develop the post-master’s Doctor of Nursing Practice (DNP). Building on the Nationally accredited master’s program curriculum, the DNP will be designed as a professional (practice) doctorate integrating evidence based practice, quality improvement, and systems leadership to prepare experts in specialized advanced nursing practice. The DNP is targeted to nurses seeking a terminal degree in nursing practice and will complement the present research focused doctoral program. The program will include course and clinical work (fieldwork) including a capstone project.

The DNP will be accessible to qualified candidates across the state and require a range of 32 to 40 credits post master’s with part and full time study available. In total, students will complete a minimum equivalent of 24-months of full time post-master’s study. Students will enter and progress in learning cohorts with courses offered in a combination of face-to-face, online, and hybrid delivery. The pedagogies will address the needs of adult learners through group work, capstone experiences, and engagement with key practice leaders and organizations. The capstone project will have a strong applied focus with students conducting projects relevant to their practice. Faculty will reflect the interdisciplinary nature and team focus of health care delivery. The DNP will access practitioner and academic expertise from schools within UH and the health care sector in Hawai‘i.

The curriculum will be guided by the AACN Essentials of Doctoral Education for Advanced Nursing Practice. The program will be designed so that all graduates are competent in the eight essentials of doctoral education for advanced nursing practice and prepared for their specialty role in the larger healthcare system as well as on the individual care provider level.

---

The UHM DON DNP curriculum will build upon the present graduate program. Some of the core coursework for the DNP is offered in the present MS program; several courses in the PhD curriculum are applicable to the DNP program. Therefore, the curricula from our existing MS and PhD programs will provide a foundation to build the UHM DNP curriculum. The UHM DON has 194 classified master’s students enrolled across four advanced practice specialty areas: nurse practitioner, clinical nurse specialist, advanced public health, and nursing administration. Students reside across the State of Hawai‘i with 6 on the Big Island, 13 on Maui, 2 on Kauai, and 170 on Oahu. Three students in the Pacific Region are enrolled with 2 on Guam and 1 on American Samoa.

Relationship to Campus Mission and Strategic Plan. The proposed DNP is aligned with the UH Mānoa mission of “Leadership, Excellence, Innovation” and the Core Commitments (RESPECT) of Defining Our Destiny, the campus Strategic Plan. SONDH is committed to providing a pipeline for the entry level and advanced practice nursing workforce in Hawai‘i. Further, we provide opportunity to Hawai‘i public high school students to attain BS and advanced degrees while receiving a world class education. First time pass rates for entry (95%) and advanced practice nurses (100%) graduating from UHM consistently exceed national averages. The majority of our graduates choose to remain in Hawai‘i and work on all islands. Recent focus groups with employers found that graduates exceed expectations and are highly recruited.

7. Program Justification

The movement to DNP education is a direct result of the needs identified by the Institute of Medicine (IOM) and organizations including the Robert Wood Johnson Foundation, the US Veterans Affairs, major employers, and national foundations. In October, 2004, the AACN position paper “AACN Position Paper on the Practice of Doctorate in Nursing Practice” reported that the health system needed nursing providers competent in providing individual level care and equipped to participate at the system level. Subsequently, the AACN voted to recommend the preparation necessary for advanced nursing practice move from the master’s degree to the doctorate by the year 2015. The October 2010 IOM Report, The Future of Nursing, recommended a doubling of the number of nurses with a doctorate degree by 2020.

Nurses report a strong interest in lifelong learning to expand skill and competency for practice. The movement of other health professionals, including pharmacy (PharmD), physical therapy (DPT), and psychology (PsyD), is proving a strong motivator for nurses to complete their academic education by attaining the doctoral degree. Until recently, the only pathway open was the PhD, which prepares graduates for a research or academic career. The DNP provides the pathway for MS prepared nurses to continue formal education and access a program targeted to the needs of their practice area. The February 2010 AACN national survey reported 120 DNP programs with an additional 161 programs in the planning state.

UHM Nursing is the leader in nursing research and scholarship in Hawai‘i, provides professional nursing practice consultation across the State and in the Pacific Region, and is anchoring the UH Statewide Nursing Consortium. The UHM graduate nursing distance education programs are innovative and highly regarded, and this innovation will support the DNP program. The UHM DNP Program, in collaboration with the DNP program at UH

---

Hilo, will support workforce development for nursing, with an emphasis on increasing access to primary care services in the community setting, acute services in the hospital setting, strengthened public health nursing and creation of nursing leaders. The programs will ensure access to the requisite education for advanced practice nursing, contribute to the development of a stronger primary health care system, and improve the health of the residents of the State of Hawai‘i.

8. **Description of Resources Required**

a. **Faculty**

   The UHM DON has 68 full-time faculty, of these 28 hold doctoral degrees, while the remainder are masters prepared. During the planning phase, we will assess the current faculty, and either supplement with lecturers, or recruit future new hires based on the needs of the program. The program will provide interdisciplinary learning with faculty from the John A. Burns School of Medicine, William S. Richardson School of Law, and Shidler College of Business.

b. **Library resources**

   The UHM Hamilton Library is the only major research library in the State of Hawai‘i and the Pacific Rim. The UHM DON graduate students have access to more than 3.4 million volumes, 24,000 serials in all formats (print and electronic), 60 science databases, 3,000 electronic journals, and 30,000 other titles. The students also have access to the John A. Burns School of Medicine Health Sciences Library (which emphasizes Web accessible materials).

c. **Physical resources**

   Webster Hall provides 40,000 sq. ft. of classroom and faculty offices for SONDH. In August 2011, the UH Translational Health Sciences Simulation Center will be launched with the completed renovation of the third floor to create an 8,000 sq. ft. learning facility with state of the art technology capable of communication with clinical facilities, UH campuses, and students statewide. Students will learn in an interprofessional environment with participation of JABSOM faculty and expert clinicians from Center partners including The Queen’s Medical Center, Hawai‘i Pacific Health hospitals, and Kaiser Hawai‘i. No additional physical resources will be required for the UHM DNP program. Since a majority of the courses will be online, no additional classroom space will be required.

d. **Other resources required**

   No other additional resources will be required for the UHM DNP program. SONDH operates a staffed Office of Student Services and works closely with the UHM Graduate Division to manage enrollment and student progression. The plans for the UH Translational Health Sciences Simulation Center have already taken into account advanced practice nursing education needs. The requisite equipment has been ordered, with simulation lab equipment funding from HRSA, HMSA Foundation, and local health care organizations and foundations.

   UH Mānoa and the UH Hilo nursing program will develop a memorandum of understanding whereby the two programs will offer two distinct DNP programs with collaboration and coordination designed to meet state need.
9. Five Year Business Plan
   a. Annual costs
      Costs will include faculty salary, student service personnel salary, instructional
      technology staff, and clerical program support. Tuition revenue from student enrollment
      will support any additional costs for lecturers.
   b. Projected Enrollment
      In the first year (August 2012), we project enrollment of a cohort of 24 post-Master’s
      students. Preference for admission will be given to graduating UHM master’s students and
      program alumni, and Hawai‘i residents. If demand is high, we anticipate increasing
      enrollment in subsequent years. A summary of the projected expenses and revenue for the
      UHM DNP program is shown in 9.f.
   c. Program Funding
      The program will be fully funded using existing general funds and tuition revenues.
   d. Does the current or proposed budget include requests for funds?
      No, additional funds will not be requested. Existing funds and resources will be
      reallocated. External funds will be sought to supplement existing funding.
   e. Given a flat budget situation, how will the program be funded?
      Existing general funds and tuition revenue generated by the program will cover the
      program costs.
   f. Mini Cost Revenue Template

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM COSTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty w/o fringe</td>
<td>129,255</td>
<td>200,025</td>
<td>200,025</td>
<td>200,025</td>
<td>200,025</td>
</tr>
<tr>
<td>Other personnel costs w/o fringe</td>
<td>140,000</td>
<td>140,000</td>
<td>140,000</td>
<td>140,000</td>
<td>140,000</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment/Supplies</td>
<td>2,500</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL Expenses</td>
<td>271,755</td>
<td>345,025</td>
<td>345,025</td>
<td>345,025</td>
<td>345,025</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVENUES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected Enrollment</td>
<td>24</td>
<td>48</td>
<td>48</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>No. of Courses</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>No. of Credits</td>
<td>12</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>SSH</td>
<td>288</td>
<td>576</td>
<td>576</td>
<td>576</td>
<td>576</td>
</tr>
<tr>
<td>Tuition Rate/Credit</td>
<td>761</td>
<td>799</td>
<td>839</td>
<td>881</td>
<td>925</td>
</tr>
<tr>
<td>Total Revenue from Tuition</td>
<td>219,168</td>
<td>460,224</td>
<td>483,264</td>
<td>507,456</td>
<td>532,800</td>
</tr>
<tr>
<td>Other Sources of Income</td>
<td>52,587</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL Revenues</td>
<td>271,755</td>
<td>460,224</td>
<td>483,264</td>
<td>507,456</td>
<td>532,800</td>
</tr>
</tbody>
</table>
Cost Revenue Notes:

Faculty costs: Faculty cost includes: 1) 0.50 FTE faculty program director; 2) 1.00 FTE assistant professor instructional faculty for the new post-master’s didactic nursing courses; and 3) hiring of lecturers for the new clinical/capstone and didactic courses. The assistant professor and faculty program director permanent position count and salary is already provided for in the Department of Nursing general fund budget allocation. Lecturer costs will be supported from DON tuition accrued and DNP tuition generated.

Other personnel costs: Student service personnel, instructional technology staff, and an additional APT support position.

Equipment/Supplies: Elluminate™ and distance-based technology software.

No. of Courses: The planning phase will determine the number of courses required, which could range from 32 to 40 additional credits of course work beyond the MS. At this time, it is estimated that 6 new didactic courses (18 credits) and 1 (6 credits, taken over several semesters) additional capstone course will be developed and offered to complement the existing master’s and PhD courses to meet program requirements.

Tuition/Rate Credit: Graduate nursing students are charged an established UHM graduate nursing differential tuition. We propose that the DNP program tuition remain consistent with the established graduate nursing differential tuition. The BOR approved tuition schedule for FY 2012 is $725 per cr. hr. for residents and $1,382 per cr. hr. for non-residents. The tuition schedule for FY 2013 and beyond is not yet available. The tuition rate projections above assume a 5% increase per year and reflect resident enrollment only. Non-resident enrollment will increase the revenue projections.

Other Sources of Income: In the first year start-up of the program (FY13), the Department of Nursing will commit outreach master’s program nursing course account funds to support the majority of the 1.0 FTE Assistant Professor faculty salary.

10. Impact on current courses or programs

The proposed DNP will enhance the learning environment at SONDH by providing two pathways to the terminal degree. Students will have the option to select the degree option that best fits their abilities, needs, and career goal. Second, the program will extend our already strong partnerships for practice and scholarship with employers. Finally, with an expanded course catalog, we will increase the range of courses available to all nursing students.

11. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.

Health care delivery is a team effort and the competent nurse must be skilled in communication, advocacy, and team work. The academic environment must provide substantial access to nursing practice experts including advanced clinicians, nurse executives, informaticists, health policy makers and strong practice environments. AACN suggests that DNP programs use interdisciplinary faculty and engage across disciplines. The SON intramural collaborations described below will support this program.

- The Shidler College of Business and SONDH offer a dual degree MS/MBA and faculty teach in the existing master’s in nursing administration program. Together, we offer continuing education programs to the Hawai‘i health sector.

- The John A. Burns School of Medicine and SONDH are actively engaged in several interdisciplinary education, practice, and research initiatives.
• SONDH faculty teach in the interdisciplinary Family Law course offered through the Health Policy Law Center at the William S. Richardson School of Law.
• UH Hilo Nursing School proposes to offer a DNP grounded in transcultural nursing and rural health care. UHH and UHM nursing programs will collaborate and coordinate efforts designed to meet state need.
• UH Statewide Nursing Consortium welcomes the ability for expanded access to academic progression for students statewide. Graduates of the new consortium curriculum can enroll in the MS program and continue on to receive the DNP. Letters of support are included in Appendix 4.

Appendix Materials
1. Fact Sheet DNP, AACN
2. CV for Dr. Arlene Sperhac, Consultant to UHM Nursing
3. Specialty nursing organization competencies
4. Letters of Support from colleges, departments, and community partners
   a. UH Maui College Nursing
   b. The Queen’s Medical Center
   c. VA Pacific Islands Healthcare System
   d. Pacific Regional Medical Command/Tripler Army Medical Center
   e. UH John A. Burns School of Medicine
   f. UH Shidler College of Business
   g. UH William S. Richardson School of Law

Reviewed by: (The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers)

Campus Chief Academic Officer:
Comments and Recommendations:

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Council of Chief Academic Officers (Systemwide Consultation):
Comments/Recommendations:

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Chancellor: ___ Approved  ___ Disapproved

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

(Final signed copy is provided to the Vice President of Academic Planning and Policy for Program Action Report) 6/12/07
Fact Sheet:
The Doctor of Nursing Practice (DNP)

On October 25, 2004, the member schools affiliated with the American Association of Colleges of Nursing (AACN) voted to endorse the Position Statement on the Practice Doctorate in Nursing. This decision called for moving the current level of preparation necessary for advanced nursing practice from the master’s degree to the doctorate-level by the year 2015. This endorsement was preceded by almost four years of research and consensus-building by an AACN task force charged with examining the need for the practice doctorate with a variety of stakeholder groups.

Introducing the Doctor of Nursing Practice

- In many institutions, advanced practice registered nurses (APRNs), including Nurse Practitioners, Clinical Nurse Specialists, Certified Nurse-Midwives, and Certified Registered Nurse Anesthetists, are prepared in master's-degree programs that often carry a credit load equivalent to doctoral degrees in the other health professions. AACN's position statement calls for educating APRNs and other nurses seeking top leadership/organizational roles in DNP programs.

- DNP curricula build on traditional master's programs by providing education in evidence-based practice, quality improvement, and systems leadership, among other key areas.

- The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. DNP-prepared nurses are well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNSc, and other research-focused nursing doctorates.

Why Move to the DNP?

- The changing demands of this nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes. The Institute of Medicine, Joint Commission, Robert Wood Johnson Foundation, and other authorities have called for reconceptualizing educational programs that prepare today’s health professionals.

- Some of the many factors building momentum for change in nursing education at the graduate level include: the rapid expansion of knowledge underlying practice; increased complexity of patient care; national concerns about the quality of care and patient safety; shortages of nursing personnel which demands a higher level of preparation for leaders who can design and assess care; shortages of doctorally-prepared nursing faculty; and increasing educational expectations for the preparation of other members of the healthcare team.

- In a 2005 report titled Advancing the Nation's Health Needs: NIH Research Training Programs, the National Academy of Sciences called for nursing to develop a non-research clinical doctorate to prepare expert practitioners who can also serve as clinical faculty. AACN's work to advance the DNP is consistent with this call to action.

- Nursing is moving in the direction of other health professions in the transition to the DNP. Medicine (MD), Dentistry (DDS), Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT), and Audiology (AudD) all require or offer practice doctorates.
Sustaining Momentum for the DNP

- After a two-year consensus-building process, AACN member institutions voted to endorse the *Essentials of Doctoral Education for Advanced Nursing Practice* on October 30, 2006. Schools developing a DNP are encouraged to use this document, which defines the curricular elements and competencies that must be present in a practice doctorate in nursing. The *DNP Essentials* are posted online at [http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf](http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf).

- In July 2006, the AACN Board of Directors endorsed the final report of the *Task Force on the Roadmap to the DNP*, which was developed to assist schools navigating the DNP program approval process. This report includes recommendations for securing institutional approval to transition an MSN into a DNP program; preparing faculty to teach in DNP programs; addressing regulatory, licensure, accreditation, and certification issues; and collecting evaluation data. The Roadmap report and accompanying tool kit are posted at [http://www.aacn.nche.edu/DNP](http://www.aacn.nche.edu/DNP).

- Schools nationwide that have initiated the DNP are reporting sizable and competitive student enrollment. Employers are quickly recognizing the unique contribution these expert nurses are making in the practice arena, and the demand for DNP-prepared nurses continues to grow. According to the 2009 salary survey conducted by *ADVANCE for Nurse Practitioners* magazine, DNP-prepared NPs earned $7,688 more than master’s-prepared NPs.

- The Commission on Collegiate Nursing Education (CCNE), the leading accrediting agency for baccalaureate- and graduate-degree nursing programs in the U.S., began the process for accrediting DNP programs in Fall 2008. To date, 18 DNP programs have been accredited by CCNE, and an additional 70 DNP programs are pursuing CCNE accreditation.

Current DNP Program Statistics

- 120 DNP programs are currently enrolling students at schools of nursing nationwide, and an additional 161 DNP programs are in the planning stages.

- DNP programs are now available in 36 states plus the District of Columbia. States with the most programs (5 or more) include Florida, Minnesota, New York, Pennsylvania, and Texas.

- From 2008 to 2009, the number of students enrolled in DNP programs increased from 3,415 to 5,165. During that same period, the number of DNP graduates increased from 361 to 660.

![Number of Doctoral Programs in Nursing, 2006 - 2009](image-url)
ARLENE M. SPERHAC, PhD, CPNP, FAAN
418 North Grant Street
Hinsdale, Illinois 60521

Curriculum Vitae

EDUCATION
University of Pennsylvania; Philadelphia, Pennsylvania; Leonard Davis Institute of Health Economics - Strategies for Successful Nurse Management I, II Certificate; 1993

University of Denver; Denver, Colorado; Ph.D. - Speech Communication, Child Psychology; 1982
Dissertation: The Relationship Between Communication Competence and Perceived Confirmation in Second and Third Grade Children

University of Colorado; Denver, Colorado; P.N.P. Certificate; 1982

University of Pittsburgh; Pittsburgh, Pennsylvania; M.N. - Nursing Care of Children; 1973
Thesis: Body Image Concerns of One Preadolescent Girl Hospitalized for Genitourinary Surgery

Florida State University; Tallahassee, Florida; B.S.N. – Nursing; 1966

Shadyside Hospital School of Nursing; Pittsburgh, Pennsylvania; Diploma – Nursing; 1963

PROFESSIONAL EXPERIENCE
1995 - present Rush University College of Nursing
Rush University Medical Center; Chicago, Illinois
Professor, 2001- present, Associate Professor, 1995-2001,
• Coordinator of the Pediatric Nurse Practitioner Program
• Practitioner/Teacher in pediatric clinics and schools

1988 - 1995 The Children's Memorial Hospital; Chicago, Illinois
Director of Nursing Education and Research
• Responsible for staff development, patient/family education, community programs, affiliating education programs
• Developed a nursing research program and instituted annual research award
• Implemented competency-based education programs
• Secured funding for and developed and implemented education and management/leadership development programs
• Obtained endowment for a semi-annual lectureship series
• Obtained endowment for a scholar and sabbatical program
• Supervised a staff of nurse educators, practitioners and clinical specialists
• Designed and implemented non-salaried Nurse Research Consultant and Nurse Ethics Consultant positions for university faculty
• Member Institutional Review Board
• Pediatric Nurse Practitioner in health screening and maintenance clinic

1989 – 1995 Loyola University,
Rush University,
University of Illinois
Adjunct faculty
• Guest lecturer for graduate students
• Served on planning and advisory committees
1986 - 1987  Boston College School of Nursing; Boston, Massachusetts  
Associate Professor  
- Developed, implemented and evaluated an ambulatory clinical component  
- Taught pediatric nursing, growth and development  
- Secured teaching grant to revise curriculum  

1982 - 1986  Massachusetts General Hospital Institute of Health Professions; Boston, Massachusetts  
Associate Professor/Chairperson of Child Health Specialty  
- Developed, implemented and coordinated a child health specialty  
- Taught basic and advanced pediatric nursing, nursing theory, clinical research  
- Chair, University Course and Curriculum Committee, Admissions Committee  
- Supervised child health nursing faculty  

1977 - 1982  University of Colorado; Denver, Colorado  
Assistant Professor  
- Taught obstetrical and pediatric nursing, family study, fundamental skills, school nurse practitioner courses  
- Academic advisor  

1974 - 1975  Thurston County Health Department; Olympia, Washington; Clinic Nurse  
1971 - 1972  Doctor's Hospital; Pittsburgh, Pennsylvania; Relief Charge Nurse  
1968 - 1969  Children's Hospital; Pittsburgh, Pennsylvania; Instructor  
1967 - 1968  Kinderklinik Eduard Pfeiffer Heim; Stuttgart, Germany; Head Nurse  
1967  Grady Memorial Hospital; Atlanta, Georgia; Relief Charge Nurse  
1965 - 1966  Florida State University Hospital; Tallahassee, Florida; Staff Nurse  
1965  Cleveland Clinic Foundation; Cleveland, Ohio; Staff Nurse  

HONORS AND AWARDS  
2005 - present  American Academy of Nursing, Fellow  
2005 - present  Institute of Medicine, Chicago, Invited Member  
2005  Leadership Award, Rush University  
2004  Outstanding Nurse Practitioner Educator Award, National Organization of Nurse Practitioner Faculties  
2001  Research Award, Association of Faculties of Pediatric Nurse Practitioners  
2000  Excellence in Teaching Award, Rush University College of Nursing  
1997  Selected for the Institute for Faculty Development in Adolescent Health, supported by the Maternal Child Health Bureau  
1991  National Jesuit Honor Society Book Award  
1991  AJN Book of the Year Award  
1990 - present  Who's Who in American Nursing  
1984 - present  National Distinguished Service Registry in Nursing  
1982  Dean's Scholarship  
1979 - present  Sigma Theta Tau Honorary Nursing Society  
1972 - 1973  Professional Nurse Traineeship - MN  
1965 - 1966  Professional Nurse Traineeship - BSN  
Department of Health Education and Welfare  

CERTIFICATIONS  
American Council on Exercise, Group Fitness Instructor (2003 – present)  
Mad Dogg Athletics, Johnny G's Spinning Instructor (2000 – present)  
University of Washington, NCAST Instructor Certification (1996-2001)  
American Heart Association, BCLS Instructor (1982-present)  
Certified Pediatric Nurse Practitioner, American Nurses Credentialing Center (1982 - 2003) and Pediatric Nurse Certification Board (2001 – present)
PROFESSIONAL SOCIETIES
American Academy of Pediatrics (1998-present)
• School Health Committee, Illinois Chapter (2000-present)
• Project Advisor, Enhancing Developmentally Oriented Primary Care (2005-present)

National Organization of Nurse Practitioner Faculties (1995-present)
• Task Force Criteria for NP Education (2000)
• National Validation Panel for National Consensus-Based Core and Specialty Competencies (2001)
• Co-Chair Competencies Task Force (2003, 2004)
• National Panel for NP Practice Doctorate Competencies (2004)
• Co-chair DNP/MSN Competencies Implementation Task Force (2006-present)

National Training Service Corps
• Ambassador, Nurse Practitioner Faculty Advocate Network (1998-2008)

National Association Pediatric Nurse Practitioners – NAPNAP (1995-present)
• Fellow (2000-present)
• Foundation Board of Directors (2001-2004)
• Research Committee (2001-2004)
• Acute Care Pediatric Nurse Practitioner Task Force (2003-2004)
  • Developed ACPNP position paper and scope and standards of practice
• Executive Board (2004-present)
  • Certification Chair (2004-present)
    • Developed position statement on certification (2006)
    • Developed position statement on DNP (2008) and on acute care (2005)
    • Developed DNP information for questions posted on website
• Clinical Expert
  • Advance Practice Role/Curriculum, Dermatology, ENT

Pediatric Nursing Certification Board - PN CB
• President (2008-present)
• President-elect (2007)
• Program Reviewer (2001-present)
• Chair, Program Review Committee (2004-present)
• Executive Board (2004-present)
  • Chair, Certification Committee (2004-present)
    • Developed revised system for program review for primary and acute care PNP programs

Association of Faculties of Pediatric Nurse Practitioner Programs (1995-present)
• Chair, Academic Programs Committee (2001-present)
• Executive Board (2001-2005)


• Founding Member (1989)
• Nominating Committee (1991-1992)
• Chairperson, National Nominating Committee (1992-1993)

• Illinois Nurses' Association Commission on Continuing Education (1990-1996)
• Chairperson, Quality Assurance (1992-1996)

Sigma Theta Tau (1979-present)
• Alpha Kappa Chapter Program Committee 1985-1987
PUBLICATIONS
Articles in Refereed Journals


**Books and Chapters**


Charney, J., & Sperhac, A. (1990). Nursing care of the child with a psychiatric or social disorder


**RESEARCH/RESEARCH UTILIZATION/FUNDING**

Otitis Media Workshop, Funded by Alcon, MedImmune, $2,000, 2008; Funded by Abbott, $10,650, 2007; Funded by Abbott, Schering-Plough, Daiichi, $19,300, 2006; Funded by Abbott, $12,800, 2005.

The Impact of Implementing the Newborn Individualized Development Care and Assessment Program on the Development Sensitivity of Nurses Caring for Preterm Infants in the NICU, Shaw Grant, Children's Memorial Hospital, $25,000, Faculty consultation, $5,000, 2004.

Otitis Media Workshop, Funded by Pfizer, Astra-Zeneca, Alcon Laboratories, $8,500, 2004; Funded by Pfizer, $3,000, 2003; Funded by Daiichi Corporation, $6,000, 2002; $3,000, 2001.

Promoting Adolescent/Young Adult Immunizations. With NAPNAP co-director. Funded by Aventis Pasteur. $30,000, 2002.

Using Multiple Data Sources for Curriculum Revision. Funded by Association of Faculties of Pediatric Nurse Practitioners, $1,000, 2001.


Heparinized Saline Versus Saline as a Flush Solution for Maintaining Intravenous Lock Patency in Children. Principal investigator at Children's Memorial Hospital, Funded by Sigma Theta Tau and Children's Hospital of Los Angeles, Multisite Study, $10,000, 1994.

Proposal for endowment to Prince Charitable Trusts for Scholar & Sabbatical Project Director, Children's Memorial Hospital. Funded by Prince Charitable Trusts ($220,000.00) and Children's Memorial Foundation ($200,000.00), $420,000, 1994.


Assessing the organizational climate's readiness for research. Co-investigator with M. Broome, R.N., Ph.D, Children's Memorial Hospital, Funded by Nursing Research Support, $1,000, 1992.


A longitudinal study of the impact of a clinical ladder performance appraisal system. Co-investigator with S. Haas, R.N., Ph.D., Funded by Sigma Theta Tau Alpha Beta Chapter and Loyola School of Nursing Research Stimulation Funds, $2,500, 1989.

Refinement of Denver II test materials and instructors manual, Principal investigator at Children's Memorial Hospital, Funded by Department of Nursing at Children's Memorial Hospital, $1,000, 1988.

Teaching Grant awarded to A. Sperhac and S. Mott for revision of pediatric nursing courses from Boston
College, $7,000, 1987.

Cost Containment Through the Use of Written Communication with children and their families in a prehospitalization program. Principal investigator, Funded by Department of Surgery, Massachusetts General Hospital, $500, 1986.

CONSULTATION AND ADVISORY SERVICE
Program Review/Curriculum Consultation
- Curriculum Consultant
  - University of Texas at Austin, University of Hawaii at Manoa. Northeastern University, Boston MA; Mercy College, Dobbs Ferry NY; Carlow College, Pittsburgh PA; University of South Florida, Tampa, FL; Loyola University, Chicago IL
- Accreditation Site Visitor, Commission on Collegiate Nursing Education (CCNE).
  - Uniformed Health Services University, Johns Hopkins University, Georgetown University, Columbia University
- Committee on Quality and Safety Education Competencies in graduate nursing education
- Consultant to Canadian Nurses Association on PNP certification
- Consultant Reviewer, American Board of Pediatrics, National Certification Board of Pediatric Nurse Practitioners and Nurses, General Pediatric Nursing Examination Committee, 1991-1998.

Editorial/Manuscript Reviewer
- Consulting Editor, Contemporary Pediatrics, 2007 - present
- Reviewer, Nursing Outlook, 1994-2005.

Consultation
- Project Advisory Committee, Enhancing Developmentally Oriented Primary Care, Illinois Chapter of the American Academy of Pediatrics, February, 2005-present.
- Legal consultation/expert witness for pediatric cases, 1998 – present.
• National Advisory Board, Department of Health and Human Services, U.S. Public Health Service Program Project Grant, "Education and Research: Beyond Collaboration", Texas Tech University, College of Nursing, Lubbock, TX, 1989-1991.

INVITED PAPERS, PRESENTATIONS AND WORKSHOPS (Since 2000)


A Recipe for Educating a Blended Nurse Practitioner with M. Beauchesne, National Organization of Nurse Practitioner Faculties Annual Conference, Denver CO, April 2008


Certification and Professional Issues: Retail-based Health Centers, Insurance, Certification, DNP and NCSBN, with R. Liguori at the National Association of Pediatric Nurse Practitioners National Conference, Orlando FL, March 2007

PNP Education and the DNP. Association of Faculties of PNP Programs, Orlando FL, March 2007

Workshop on Curriculum and Evaluation for Undergraduate and Graduate and Evaluation Committees, University of Hawaii, January 2007

The Practice Doctorate: Curriculum Design and Program Development. Organized a preconference workshop and invited S. Burgess (USC), P. Clinton (Iowa), J. Sebastian (U of KY), J. Smolowitz (Columbia) to present, National Organization of Nurse Practitioner Faculties Annual Conference, Chicago IL, April 2006

A Process for Competency Evaluation in a Graduate Curriculum, with R. Suhayda, National Organization of Nurse Practitioner Faculties Annual Conference, Chicago IL, April 2006

Advance Practice Nursing Education: The Practice Doctorate. Invited speaker for Gamma Phi chapter of Sigma Theta Tau, Chicago IL, April, 2006.

Update on the DNP. National Association of Pediatric Nurse Practitioners National Conference, Washington DC, April 2006


Curriculum Design for DNP Programs, Association of Faculties of PNP Programs, Washington DC, April 2006


The Practice Doctorate: The Facts, American College of Nurse Practitioners National Conference, Palm Springs CA., October, 2005

Implementation & Evaluation of Competencies into Nurse Practitioner Curricula with Jean Martin, National Organization of Nurse Practitioner Faculties Annual Conference, Chicago IL, April 2005


Certification of Pediatric Nurse Practitioners: Primary and Acute Care. National Association of Pediatric Nurse Practitioners National Conference, Phoenix AZ, March 2005

The Practice Doctorate. National Association of Pediatric Nurse Practitioners National Conference, Phoenix AZ, March, 2005

Education of the DNP. Association of Faculties of Pediatric Nurse Practitioners, Phoenix AZ., March 2005


Education for Caring for the Underserved: A Collaborative Effort, Primary Care for the Underserved Conference, Northeastern University, Boston MA, March 2003

Using Multiple Data Sources for Curriculum Revision, NAPNAP Annual Conference, Funded by AFPNP, Reno NV April, 2002


Getting Children Ready for School, WGN Television Health Segment, Chicago IL, August, 2000.
State of Hawai‘i and National Nursing Organizations that Guide DNP Academic Programs and Curricula

- American Association of Colleges of Nursing’s (AACN) documents
- Hawai‘i Board of Nursing Hawai‘i Revised Statutes (Chapter 457 Nurses) and Hawai‘i Administrative Rules (Title 16 DCCA, Chapter 89 Nurses)
- National Task Force (NTF) on Quality Nurse Practitioner Education’s Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2008)
- Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women’s Health (HRSA, The National Organization of Nurse Practitioner Faculties & The American Association of Colleges of Nursing, April, 2002)
- Adult-Gerontology Primary Care Nurse Practitioner Competencies (AACN, Hartford Institute for Geriatric Nursing, and The National Organization of Nurse Practitioner Faculties & The American Association of Colleges of Nursing, March 2010)
- Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education (APRN Consensus Workgroup & the NCSBN APRN Advisory Committee, 2008).
- AONE Nurse Executive Competencies (American Organization of Nurse Executives, 2005)
February 7, 2011

Mary G. Boland, DrPH, RN, FAAN
Dean and Professor
School of Nursing and Dental Hygiene
University of Hawai‘i at Mānoa
2528 McCarthy Mall, Webster Hall 402
Honolulu, HI 96822

Dear Dr. Boland,

On behalf of UH Maui College of Nursing/Allied Health as well as a Hawai‘i Statewide Nursing Consortium member, I am pleased to support UH Mānoa Nursing’s proposal to develop a Doctorate in Nursing Practice (DNP) program.

The changing demands of our complex healthcare environment require both increasing education and different models of education to best serve the community. As you know, the American Association of Colleges of Nursing has recommended moving the current level of preparation necessary for advanced nursing practice from the master’s degree to the doctorate-level. The DNP program at UH Mānoa will keep our state in pace with evolving professional standards.

With the Consortium curriculum implementation, each year UH Maui and UH Mānoa are educating approximately 60 baccalaureate prepared nurses who reside on Maui. With the increase in number of Hawai‘i’s BS nursing workforce committed to lifelong learning, as stressed in the new curriculum, there will be a larger pool eligible for advanced practice nursing education. Noting the shortage of primary care health providers in rural and neighbor island areas in Hawai‘i, the DNP program will provide an opportunity for these nurses to seamlessly obtain their nursing education within the UH System, while providing nursing services to their home community.

At UH Maui College of Nursing, the majority of faculty are master’s prepared and many are alumni of the UH Mānoa Nursing program. UH Mānoa’s current nursing graduate (master’s and PhD) programs serve as a pipeline to prepare nursing faculty for UH Maui. The DNP will attract nurses who want the flexibility to practice at the highest level required in today’s healthcare setting and support nursing education programs where there is a shortage of doctorally-prepared nursing faculty. The DNP program will provide an additional graduate
pathway for current and potential faculty to pursue a terminal degree in nursing and advance their professional careers at UH. As such, the DNP will support UH Maui College with a greater pool of nursing faculty and capacity for continuing faculty development.

We support the development of the DNP at UH Mānoa and thus, the enhanced capacity of the UH Statewide Consortium to address state need. Ultimately, students and healthcare consumers will benefit from DNP advanced practice nurses who will be well equipped to fully implement the scientific knowledge and practice expertise to assure quality patient outcomes.

Sincerely,

Nancy Johnson, MSN, APRN
Allied Health Department Chair
February 8, 2011

Mary G. Boland, DrPH, RN, FAAN
Dean and Professor
School of Nursing and Dental Hygiene
University of Hawai‘i at Mānoa
2528 McCarthy Mall, Webster Hall 402
Honolulu, HI 96822

Dear Dr. Boland,

The Queen’s Medical Center (QMC) is pleased to support UH Mānoa Nursing’s proposal to develop a Doctorate in Nursing Practice (DNP) program.

As you know, there is an ongoing dialogue among Hawai‘i’s health care community about the changing demands of our complex healthcare environment and the impact of health care reform in our state. The DNP program at UH Mānoa will keep our state in pace with evolving professional standards and nursing practice that can contribute to health care transformation efforts in Hawai‘i. Transforming health care delivery recognizes the critical need for clinicians to design, evaluate, and continuously improve the context within which care is delivered. Nurses prepared at the doctoral level with a blend of clinical, organizational, economic and leadership skills will significantly impact health care outcomes.

Nurses are constantly working with individuals who have a high level of preparation in their respective fields-physicians, pharmacists, and other health providers. The DNP provides a clinical option for advanced preparation in nursing practice that is more comparable to other intraprofessional education. With the DNP at UH Mānoa, Hawai‘i’s nurses including those at QMC of whom many are UHM baccalaureate or master’s alumni, will have varied opportunities for lifelong learning.

QMC and UH Mānoa Nursing have a strong, long-standing academic and practice partnership which includes providing clinical experiences for enrolled students in the baccalaureate and advanced specialty areas in the master's programs. As part of our ongoing commitment to UH Mānoa Nursing, QMC welcomes UH Mānoa DNP students for additional advanced practice specialty experiences and cap stone projects providing mutual benefit to all parties. We commit to participating in your program planning and support the development of the DNP at UH Mānoa.

Sincerely,

Cindy Kamikawa, RN
VP, Nursing, ED, Trauma & CNO

A Queen’s Health Systems Company
February 09, 2011

Mary G. Boland, DrPH, RN, FAAN  
Dean and Professor  
School of Nursing and Dental Hygiene  
University of Hawai‘i at Mānoa  
2528 McCarthy Mall, Webster Hall 402  
Honolulu, HI 96822

Dear Dr. Boland,

The VA Pacific Islands Healthcare System (VA-PIHCS) strongly supports UH Mānoa Nursing’s proposal to develop a Doctorate in Nursing Practice (DNP) program.

The VA-PIHCS mission is to provide integrated and innovative health care services to veterans by providing outstanding clinical care and conducting patient-centered research activities. We are enthusiastic about a DNP program at UH Mānoa because nurses prepared at the doctoral level with a blend of clinical, organizational, economic and leadership skills will significantly impact health care outcomes. Veterans’ could greatly benefit from DNP advanced practice nurses who will be well-equipped to fully implement the scientific knowledge and practice expertise to assure quality patient outcomes.

UH Mānoa and VA-PIHCS along with the Pacific Regional Medical Command are partners in the successful VA Nursing Academy. Together, we are successfully building sustained capacity for nursing practice and education in Hawai‘i and the Pacific Islands by developing a culturally competent program specific to the needs of our rural, geographically isolated region. The DNP program at UH Mānoa will strengthen our partnership, increase access to nursing education, and provide continuing professional development for civilian and military nurses to implement evidence-based practice at the VA-PIHCS.

As you know, the VA-PIHCS serves veterans in the Pacific Basin, a rural geographic service area that includes the Hawaiian Islands, Guam and American Samoa. The Spark M. Matsunaga Medical Center is a state-of-the-art outpatient facility that provides diagnostic, medical, mental health, and specialty care treatment. Since the VA Nursing Academy was established, we have significantly increased clinical placements for UHM nursing students at VA-PIHCS facilities. Student satisfaction of the clinical experience at our site is excellent and we remain committed to providing outstanding experiences for UHM nursing including DNP students for advanced practice specialty experiences and capstone projects.
We appreciate your vision and effort to establish a DNP program. We believe the program fits well with the VA-PIHCS vision to be the preferred VA model for the 21st century whereby highly educated and qualified advanced practice nurses can significantly contribute to this effort.

Sincerely,

Susan M. Mangery, RN
Associate Director Patient Care Services/Nurse Executive
VA Pacific Islands Healthcare System
10 February 2011

Mary G. Boland, DrPH, RN, FAAN
Dean and Professor
School of Nursing and Dental Hygiene
University of Hawai‘i at Mānoa
2528 McCarthy Mall, Webster Hall 402
Honolulu, HI 96822

Dear Dr. Boland,

The Pacific Regional Medical Command/Tripler Army Medical Center is pleased to support UH Mānoa Nursing’s proposal to develop a Doctorate in Nursing Practice (DNP) program.

The Pacific Regional Medical Command is committed to efforts to improve health outcomes, quality of life, quality of care, and healthcare policy for military beneficiaries. Nurses prepared at the doctoral level with a blend of clinical, organizational, economic and leadership skills will significantly impact health care outcomes. As such, we strongly support a DNP program at UH Mānoa that will keep pace with the evolving professional standards and the future of health care.

UH Mānoa Nursing and the Pacific Regional Medical Command have a strong, long-standing partnership which includes providing clinical experiences for enrolled students in the baccalaureate and advanced specialty areas in the master’s programs. Together, in 2009, we established a nursing research partnership to conduct research projects on topics such as health promotion, disease prevention, and care for conditions that contribute to the quality of life for military individuals and families. The DNP program at UH Mānoa will strengthen our partnership while providing professional development for civilian and military nurses at the Pacific Medical Regional Command for the purpose of improving evidence-based practice.

As part of our ongoing commitment to UH Mānoa Nursing, the Pacific Regional Medical Command welcomes UH Mānoa DNP students for advanced practice specialty experiences and capstone projects as the staff with clinical and scientific expertise is available. This will provide mutual benefit to all parties. We commit to assist in your program planning and support the DNP program at UH Mānoa.

Sincerely,

Judith A. Bock
COL, AN
Deputy Commander for Nursing
February 16, 2011

Mary G. Boland, DrPH, RN, FAAN
Dean and Professor
School of Nursing and Dental Hygiene
University of Hawai’i at Mānoa
Webster Hall 402
2528 McCarthy Mall
Honolulu, HI 96822

Dear Dr. Boland:

The John A. Burns School of Medicine (JABSOM) supports UH Mānoa Nursing’s proposal to develop a Doctor of Nursing Practice (DNP) program.

The joint AAMC/AACN report on Lifelong Learning in Medicine and Nursing observed that other developed nations are progressing towards inter-professional education in a manner unknown within the US. The transforming health care landscape and the growing evidence supports the need to transform professional education, with specific attention to collaborative education and training efforts among health profession schools. In Hawai’i, it is important that our schools build educational capacity in our respective disciplines recognizing the impending physician and nursing retirements with increased workforce demand. The development of a DNP program at UH Mānoa will provide enhanced opportunities for collaboration between our schools, which aligns with the national direction in health profession education, and will be beneficial to addressing workforce needs and improving health care delivery in Hawai’i.

Over the years, nursing and medicine have successfully collaborated on several initiatives related to inter-professional education including Ke Ola Hawai’i, Quentin Burdick Rural Health Interdisciplinary Program, and the continuing Maternal Child Health Leadership Education in Neurodevelopmental and Related Disabilities (MCH LEND) program. Most recently, we enhanced our partnership through the Hilo Family Health Center and in multiple research endeavors. Our respective academic associate deans Kasuya and Niederhauser continue to explore interdisciplinary education efforts throughout our program offerings.

JABSOM looks forward to our continuing collaboration and expanding these efforts to the success of the DNP program. Our shared vision, faculty interest, and the geographic advantage of our island state provide an opportunity to move forward to develop a sustainable effort to transform education - and clinical practice – and population health - in Hawai’i.

Sincerely,

Jerris R. Hedges, MD, MS, MMM
Dean and Professor of Medicine
Barry & Virginia Weinman – Endowed Chair
February 10, 2011

Mary G. Boland, DrPH, RN, FAAN
Dean and Professor
School of Nursing and Dental Hygiene
University of Hawai‘i at Mānoa
2528 McCarthy Mall, Webster Hall 402
Honolulu, HI 96822

Dear Dr. Boland:

The Shidler College of Business supports UH Mānoa Nursing’s proposal to develop a Doctor of Nursing Practice (DNP) program.

Shidler College of Business and UH Mānoa Nursing are interdisciplinary partners in the dual degree program for the Master of Science in Nursing Administration and MBA. The program provides extensive professional preparation in both nursing administration and business for registered nurses. Faculty with complementary expertise from both programs worked well together in designing and implementing the program. Our schools jointly offer the healthcare finance for non-finance health care executives and managers, which is valued by the nursing community with an ongoing demand.

I commend you on taking these steps now to prepare for the future practice in nursing. As health care reform moves to full implementation, the impact on health care systems and business with a focus on quality, accountability, and payment will be critical. The development of a DNP program at UH Mānoa that includes a blend of clinical, organizational, economic, and leadership skills will be beneficial to designing, implementing and improving health care delivery in Hawai‘i’s environment.

Similar to nursing, advanced education in business is seeing an evolution of doctoral preparation where some universities offer a doctoral business degree with a practice emphasis – the Doctor in Business Administration (DBA). The DBA is focused more on application of theory with a practical application in managerial settings than the PhD. The DBA is designed to provide business executives with competencies needed to pursue business/public administration careers that require more advanced research skills and qualifications. Currently, Shidler does not offer a DBA, but we recognize both degrees are “academically equivalent” and are valued in both the business and academic communities.

The Shidler College of Business looks forward to expanding our partnership with you for the proposed DNP program. We welcome collaborative, interdisciplinary efforts in our areas of faculty strength including finance, organizational management, and leadership. As you further develop the program, please let us know how we can best assist to support the DNP program success.

Sincerely,

V. Vance Roley
Dean and First Hawaiian Bank Chair
of Leadership and Management
Mary G. Boland, DrPH, RN, FAAN  
Dean and Professor  
School of Nursing and Dental Hygiene  
University of Hawai‘i at Mānoa  
2528 McCarthy Mall, Webster Hall 402  
Honolulu, HI 96822

Dear Dr. Boland:

We are pleased to support UH Mānoa Nursing’s proposal to develop a Doctor of Nursing Practice (DNP) program with enthusiasm.

The William S. Richardson School of Law highly values multidisciplinary education, research, and service. We are proud to continue to host ongoing programs and discussions through our Health Law Policy Center, and the School of Nursing has been much involved and very helpful in many ways. Also, as you well know, we have an ongoing successful partnership with UH Mānoa Nursing as well as with the College of Education and the Myron P. Thompson School of Social Work that has created and continues to support Child Welfare Clinic course offered again at the Law School this semester. Faculty members with complementary expertise have worked unusually well together in designing and implementing this innovative multidisciplinary Clinic and in sustaining its work to that is improving the delivery of child welfare services in Honolulu while simultaneously educating rising professionals. Our additional collaborations within the context of the Elder Law Program and our Elder Law Clinic have also been most beneficial.

The Health Law Policy Center conducts and disseminates research on health law policy aimed at improving health care access in Hawai‘i, serves as a focus for multidisciplinary research, teaching, and discourse on health law and policy, and brings together community leaders, health care policy makers, and faculty members and students across disciplines to study, examine, and seek solutions to health care shortages and other barriers to access in Hawai‘i’s rural, impoverished, and otherwise underserved communities.

The development of a DNP program at UH Mānoa is certain to be significant in designing, implementing, and improving health care delivery within our current rapidly changing health care environment. We recognize that the impact of the nursing profession on health policy is a crucial component of any progress we might make.
The William S. Richardson School of Law is anxious to share our expertise and to collaborate as much as possible in our relevant areas of faculty strength such as health law and policy and professional ethics.

The Law School looks forward to our continuing collaboration and to opportunities to expand our mutual efforts through the success of a DNP program. I trust that you will let me know if and whenever the Law School might be helpful as our two schools continue to build on our shared success in important multidisciplinary work.

With best wishes and aloha,

[Signature]

Aviam Soifer
Dean and Professor