HERBERT H. LEHMAN COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A DOCTOR OF NURSING PRACTICE (DNP) PROGRAM
LEADING TO THE DNP DEGREE

EFFECTIVE SPRING 2016

SPONSORED BY THE DEPARTMENT OF NURSING
OF LEHMAN COLLEGE, CUNY

APPROVED BY

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ABSTRACT

The purpose of this proposal is to present a Post-Master's Doctor of Nursing Practice (DNP) program to be offered by the Department of Nursing at Lehman College. This program is for students holding a degree as an *advanced practice registered nurse* (APRN). The program will prepare APRNs in the specialty area of Family Nurse Practitioner (FNP) to translate research findings into evidence-based practice; and provide cost effective, clinically-focused, high quality care for culturally diverse populations in the state of New York and other communities. It is expected that the Lehman College DNP program will have no impact on existing doctor of nursing practice programs at other CUNY colleges. The Doctor of Nursing Practice at Hunter and College of Staten Island are approved as post baccalaureate Doctor of Nursing Practice (DNP) programs.

This practice-focused doctoral degree in Lehman's nursing education will meet the growing knowledgebase required for assuring quality patient outcomes as well as reduce shortages of doctorally prepared nursing faculty. This program is informed by the *American Association of Colleges of Nursing's* (2006) *essentials of doctoral education for advanced nursing practice*. Graduates will complete a 39-credit terminal degree in nursing practice, including a total of 500 hours of internship/ capstone clinical experience. The graduates will be prepared to act as catalysts for change and to assume primary roles for linking academic research and clinical practice for patient-sensitive outcomes research. It is anticipated that the DNP program will begin in Spring 2016.
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PURPOSE AND GOALS

Background

This proposal describes the Lehman College (Department of Nursing) plan to offer a post-Master's doctoral program leading to the degree of Doctor of Nursing Practice (DNP). The DNP program will prepare advanced practice registered nurses (APRNs) in the specialty area of family nurse practitioner (FNP) to translate research findings into evidence-based practice and thus provide cost effective, clinically-focused, high quality care for culturally diverse populations in local communities, the state of New York, and across the country. This post-Master's DNP is a terminal professional degree representing the highest level of clinical nursing competence.

The mission of the City University of New York (CUNY), outlined in its *2012 -2016 Master Plan*,[1] is to maintain and expand its commitment to academic excellence through an integrated system of higher education facilitating articulation between units while expanding access and remaining responsive to the needs of its urban setting (CUNY, 2013). Its long and successful track record of educating nurses at the various campuses encompasses the associate, baccalaureate, master's, and doctoral degrees.[2] The impetus toward the doctoral degree in nursing practice reflects a national trend resulting from the America Association of Colleges of Nursing's (AACN) call for doctoral preparation as the entry level for advanced practice nursing by 2015, replacing all current master's degree nurse practitioner programs (other disciplines have established doctorate as standard while nurse clinicians increasingly lack parity in credentialing). It also responds to *the Affordable Care Act of 2010*,[3] which projected the need for nurse practitioners to fill the gap in quality primary care services created by the health care reform. The growing knowledge base required for assuring quality patient outcomes in this nation's complex healthcare environment requires the practice-focused doctoral degree as an option in nursing education.

While both the doctor of nursing science and doctor of philosophy in nursing (DNS/PhD) and the DNP prepare nurses to assume leadership roles in the increasingly complex health care environments, they make their contributions in very different ways. The DNS/PhD prepares nurse scholars to advance education, research and scholarship in academic and health care settings. The DNP builds on the current master's curricula in order to prepare nurses for an advanced practice role as clinical scholars skilled in the translation of research and other evidence into clinical practice, in the measurement of patient outcomes, and in the transformation of health care systems to ensure quality and safety (AACN, 2006)[4].

The curriculum of the proposed terminal practice DNP degree will include education in the generation of clinically relevant data and utilization of data from clinical information systems; in the diagnosis and treatment of health care issues of individuals, families and communities; and in the achievement of quality improvement. It will also focus on the societal and organizational

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[1]CUNY 2012-2016 Master Plan: http://www.cuny.edu/news/publications/masterplan.pdf

[2] The CUNY Annual Data Report: Nursing Degree Programs, March 2013, http://www.cuny.edu/about/administration/offices/hhs/AnnualDataReportNursingDegreeProgramsCUNY2013FINAL.pdf

[3] American Association of Nurse Practitioners (AANP), Affordable Care Act, http://www.aanp.org/legislation-regulation/federal-legislation/affordable-care-act-aca

[4] AACN (2006) http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf

context of the delivery of nursing services across various settings and on an understanding of cultural differences of various groups of people. The DNP graduates will be prepared as leaders in policy advocacy as part of the Institute of Medicine's (IOM) call for setting national agendas to decrease the use of acute care through community based services, thus increasing the Accountable Care Organizations (ACO). The curriculum of the proposed DNP program is guided by the following AACN essentials of doctoral education for advanced nursing practice (AACN, 2006, pp. 8-17) (see Appendix A for alignment of AACN Essentials with program Objectives & DNP courses):

I. Scientific Underpinnings for Practice
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
V. Health Care Policy for Advocacy in Health Care
VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
VII. Clinical Prevention and Population Health for Improving the Nation's Health
VIII. Advanced Nursing Practice

These essentials are foundational to any DNP specialty. The proposed DNP degree will prepare graduates for the highest level of nursing practice. The DNP is intended for nurses seeking a terminal degree in nursing practice. The program will provide course and clinical work, including an application-oriented capstone project bringing new scientific knowledge to the practice setting and systems of care.

1. NEED AND JUSTIFICATION

Some of the many factors building momentum for change in nursing education 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; shortages of doctorally prepared nursing faculty; and increasing educational expectations for the preparation of other members of the healthcare team (AACN, 2013), as well as the increasing gap in quality primary care services created in part by the enactment of the Affordable Care Act of 2010 (Anderson, 2014).[5]

The Institute of Medicine (IOM), Joint Commission, Robert Wood Johnson Foundation (RWJF), and other authorities have called for re-conceptualizing educational programs that prepare today's health professionals (AACN, 2013). In view of this, the IOM has called for the doubling of the number of nurses with doctorates by 2020 in its 2011 Future of Nursing Report (Future of Nursing-NYS, 2012). The IOM further recommended that at least 10 percent of all baccalaureate nursing graduates should matriculate into a master's or doctoral program within 5 years of graduation (Future of Nursing-NYS, 2012).

Meeting the Nation's Health Care Needs

The DNP program focuses on preparing leaders who can "improve the quality of care, patient outcomes and health of society by advancing health policy" (NONPF, 2013). At this pivotal

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[5] http://report.heritage.org/bg2887

period in health care, where clinical expertise is critical for transforming health care systems, strong leadership from advanced practice nurses will contribute to the delivery of high-quality care while working collaboratively with leaders from other health professions (IOM, 2011). "Transforming Leadership" is cited by IOM (2011) as a fundamental transformation of the nursing profession for the future of nursing. The IOM Committee, supported by RWJF, developed an Initiative on the Future of Nursing with recommendations for an action-oriented blueprint. This report suggested that "*the nursing profession must produce leaders throughout the health care system, from the bedside to the boardroom, who can serve as full partners with other health professionals*" in order to support the shifting of the nation's health system toward a greater emphasis on primary and preventive care, resulting from the enactment of the *Affordable Care Act* (2010) and the Health Education and Reconciliation Act (2010)[6]—which are designed to expand health coverage to 30 million Americans; increase benefits and lower costs for consumers; provide new funding for public health and prevention; bolster our health care and public health workforce and infrastructure; foster innovation and quality in our system; and more.

In order to support full transformation in health care, the need to develop a cadre of doctorally prepared advanced practice nurses who can provide the leadership and quality care required by the nation must be addressed. Lehman anticipates that its planned DNP program will meet a strong local, regional, and national demand for doctorally prepared clinicians who can competently provide the health services and leadership required. This is particularly true for the Bronx, the location of Lehman College, whose population is the most economically disadvantaged in New York City with some of the highest rates of the leading chronic diseases in the U.S.

Meeting the Nation's Economic Needs

Evidence has shown that nurse practitioners have been providing high-quality and cost-effective care (Stanik-Hutt, Newhouse, White, Johantgen, Bass, Zangaro, Wilson, Fountain, Steinwachs, Heindel, & Weiner, 2013). There is a growing need for doctorally prepared, advanced clinical nurses to assure quality patient outcomes. In addition to providing many of the same services less expensively than physicians, nurse practitioners offer a focus on patient-centered care and preventive medicine (NNCC, 2013). In 2009, it was determined that nurse practitioners provide care of equivalent quality to that of physicians at a lower cost, while achieving high levels of patient satisfaction and providing more disease prevention counseling, health education, and health promotion activities than physicians (NNCC, 2013). The national average cost of a NP visit in 2009 was 20% less than a visit to a physician (NNCC, 2013). Clinics run by nurse practitioners create cost savings associated with reduced use of emergency rooms, urgent care centers, hospitals, and emergency medical services. In general, the DNP graduates will help in supporting and transforming health care systems.

Meeting the Community's Health Care Needs

The anticipated need for high quality care provided by DNPs nationwide has been echoed by local health care organizations. Accordingly, the Lehman DNP graduates are expected to be in demand. With the increasing morbidity and mortality rates and health disparities in the Bronx, it is apparent that there is a need in the Bronx for advanced practice nurses prepared at the

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[6] http://www.dpc.senate.gov/healthreformbill/healthbill61.pdf

doctoral level to deliver primary care to individuals and families in light of the new health legislations which will open access to primary health care services.

Lehman's students come primarily from the tri-state area, with the highest concentration from the Bronx. They are a heterogeneous, multicultural, dynamic group of students. Because most have family and community ties, they have roots in the area and have a sustained history of remaining in the community and working locally after graduation. This is precisely the kind of Lehman student who will become ideal clinical nursing experts to deliver primary health care to a diverse family population with varied life styles and a broad range of historical, social, economic, and ethnic differences.

The graduates of the Lehman College Doctor of Nursing Practice Program will be prepared as Doctor of Nursing Practice- Family Health. The majority of the students will have prior preparation as nurse practitioners. Others will be clinical specialists, nurse midwives or nurse anesthetist. These are titles that will more than likely be retained by their place of employment. In the 2011 survey of nurse practitioners done by American Academy of Nurse Practitioners nurse practitioners in NYC earned an average of $117, 775 with a base salary of $94,337. The salary is dependent on years of experience. The nurse practitioner with a Doctor of Nursing Practice Degree (DNP) earned on average an additional $8, 576 per year (graduatenursingedu.org, AACN, 2014). Each week the Department of Nursing Chairperson and Graduate Director receives information from recruiting agencies advertising availability of positions in NYC and other parts of the country.

Meeting the University's Needs

There are several DNP degree programs in NYC and surrounding areas. The majority are at private institutions. The private institutions are Columbia University, New York University, Pace University and Molloy College. There are also programs in NJ such as Farleigh Dickinson and Rutgers University. There are no DNP programs, public or private in the Bronx. It is expected that the Lehman program will have minimal impact on other existing CUNY DNP programs. Currently, there are DNP programs at Hunter College and the College of Staten Island. The proposed Lehman DNP program is expected to complement the DNS/PHD program offered through the CUNY Graduate Center—a consortium of three CUNY colleges including the College of Staten Island, Lehman and Hunter Colleges—from which CUNY doctoral degrees are awarded. The Lehman DNP program is designed for post-master's study in response to IOM's call to double the number of nurses with a doctorate by 2020 (*recommendation # 5*) in order to add to the cadre of nurse faculty and researchers, with attention to increasing diversity (IOM, 2011). Within the third year of this proposed program, Lehman plans to respond to the call from IOM to offer entry following the baccalaureate degree (BS). This is expected to attract academically strong and motivated nurses by offering the opportunity to advance toward the doctorate, which is the current trend. At present, Lehman plans to offer a DPN program with a specialty in family nurse practitioner. The survey to our 5 major clinical partners (Bronx Lebanon, Jacobi, Montefiore, Lincoln and St Barnabas hospitals in the Bronx with 100% response indicated support for the Family Nurse Practitioner DNP. ((See Appendix D for Employer Survey). The Department of Nursing will continue to reach out to clinical affiliates to determine their future needs for other specialty areas.

Meeting Nursing Student Needs

The DNP degree is transforming not only how nurses are educated to take on advanced practice clinical roles, but also to prepare nurses as administrators, educators, and leaders. To

meet role expectations, nurses must be prepared at higher levels of education (IOM, 2011). According to the AACN (2013), 217 DNP programs are currently enrolling students at schools of nursing nationwide, and an additional 97 DNP programs are in the planning stages.

2. STUDENT INTEREST/ ENROLLMENT

In spring 2013, using the *graduate student exit survey* to assess the interest and need for a DNP program, the Lehman College Department of Nursing conducted a survey of the 3 classes of 2011, 2012 and spring 2013 MS in nursing graduates via email. Of the 82 graduates targeted, 33% (27) responded, indicating unanimously that they were interested in attending a DNP program at Lehman. Prior to this, a similar survey was emailed to 88 spring 2012 graduates, mostly from the FNP program and the Adult Health specialties. A total of 31% (27 of 88) responded, of which 78% (21 of 27) indicated a high interest in enrolling in the DNP program at Lehman.

To gather further information about the pool of potential applicants, a link to an **updated graduate nursing student online SNAP survey** was emailed to *forty-three* spring 2013 and fall 2012 FNP graduates requesting additional information about their advanced practice experience as well as their enrollment preference. There was a 44% (19) response rate; of which 8 (42%) indicated an interest in attending a DNP program at Lehman, while 6 (32%) were uncertain. Detailed results of this online survey are provided in **Appendix D**.

Based on the overall student interest, there is certainly a need for a DNP program at Lehman. The terminal practice DNP program will provide formal education and access to nurses with an earned Master of Science degree in an advanced practice specialty (i.e. **direct care specialization**). MS prepared nurses in any of the following specialty areas will be eligible to apply to the Lehman College DNP program:

- **Nurse practitioner**
- **Clinical nurse specialist**
- **Nurse anesthetist, and**
- **Nurse midwife (CNM)**

The DNP curriculum extends the advanced nursing practice to include organizational and systems leadership, ongoing improvement of health outcomes, and patient safety (AACN, 2006). The culminating capstone project, which utilizes clinical experience to provide an application-oriented project bringing new scientific knowledge to the practice setting and systems of care, is usually conducted at students' place of work with the approval of their employers to do their practicum or at a health care facility of their choice. It is anticipated that students will be employed in clinical practices. The program is designed to foster a high degree of professional identification and support using peer colleagues.

This curriculum, however, is initially being offered on a full-time basis (*minimum of 12 credits*). Students pursuing this MSN to DNP pathway begin classes in the spring and fall semesters. Table 1 below illustrates the College's plan to enroll a total of 20 full-time students in the first year of the DNP program—**10 in the spring and fall semesters,** and the same for each of the four consecutive years.

Table 1: Projected Full-Time Enrollment for 5-Year Period

	YEAR 1 2016	YEAR 2 2017	YEAR 3 2018	YEAR 4 2019	YEAR 5 2020
Continuing Students	0	17*	17*	17*	17*
Newly Enrolled Students**	20	20	20	20	20
Start of Year	**20**	**37**	**37**	**37**	**37**
Attrition (~8%)	0	(-3)*	(-3)*	(-3)*	(-3)*
Total Project Graduates	0	17	17	17	17
End of Year	**20**	**20**	**20**	**20**	**20**

*** Each year 10 students will enroll in the spring and fall semesters for a total enrollment of 20 students.**

*The attrition rate is calculated at 8% because of the small enrollment size

The post-master's students are expected to complete the 39-credit DNP in two years and must complete the program within 5 years.

Admission Criteria for Applicants with an MSN

The ideal candidate for Lehman's post-master's Doctor of Nursing Practice program is one who is already making an impact on the nursing practice and has strong leadership qualities.

- Earned master's degree in nursing in an advanced nursing practice specialty from a nationally accredited CCNE or NLNAC program
- Certification as an advanced practice nurse (if applicable)
- GPA 3.2 or above on a 4.0 scale
- Satisfactory score on GRE. Data will be collected to determine.
- Current resume or Curriculum Vitae indicating *employment experience in advanced nursing practice for at least one year*.
- Current licensure as a registered nurse
- Transcripts from all post-secondary institutions
- Three letters of reference pertaining to academic ability, professional competency and personal character.
- Personal statement
- In-person interview
- E-Portfolio (includes education, professional and community activity history)

PROGRESSION AND GRADUATION CRITERIA

In order to advance in the program students must:
- maintain a minimum cumulative 3.2 GPA and
- earn a minimum grade of 3.2 in all core courses
- earn a satisfactory grade in all clinical nursing courses.
- Complete clinical practicum hours within 2 semesters of course enrollment

Academic Probation
- Students who have a GPA of less than 3.2 will be placed on academic probation for one semester and must achieve a minimum GPA of 3.2 during the following semester.
- Students who do not meet the minimum GPA of 3.2 for two semesters will be dropped from the program
- Students who earn a failing grade will be dropped from the program
- Students who do not complete clinical practice hours during the semester and who are performing satisfactorily may receive an SP-satisfactory progress grade and must complete the hours by the end of the following semester or earn a grade of incomplete INC – at the discretion of the course faculty
- Clinical hours not completed within one year of starting will receive a grade of F
- Students who earn an unsatisfactory clinical grade will be dropped from the program.

Graduation Criteria
In order to graduate with the doctorate in nursing practice degree – DNP students must:
- complete all course work within 5 years of enrollment, including the capstone project
- earn a minimum cumulative GPA of 3.2
- complete all clinical practicum hours – 500 hours

Student Advisement and Counseling
Students upon entering the program will be assigned to a faculty member teaching in the DNP program, who will be the advisor for the student for the duration of their continued enrollment in the program. As with our current graduate students the name of the advisor will be placed on CUNYfirst. Each student will be required to see the advisor for permission for each course, at midterm and for permission to register for courses for the subsequent semester. Forms now used for advisement of graduate students will also be used for the DNP students. The Typhon software recently purchased for tracking clinical hours for graduate students will also be used to track clinical /practicum hours for the DNP students.

3. CURRICULUM

The proposed DNP curriculum consists of a total of *39 credits,* including 500 internship and capstone clinical hours at the post-master's level (*see Tables 2 & 3*). The curriculum comprises coursework that covers two domains: *foundational outcome competencies* and *specialty competencies*. The AACN DNP Essentials (AACN 2006, pp.8-17) constitute the foundation of the program and are threaded throughout all the courses. The DNP graduate is prepared for a particular specialty practice through the core clinical nursing practice specialty competencies and didactic learning experiences. At the start of this program, the *Family Nurse Practitioner* specialization option is being offered to APRNs. This practice-focused doctoral program will include integrative practice experiences and an intense practice immersion experience that focuses on innovative and evidenced-based practice, reflecting the application of credible research findings.
- This program emphasizes advanced clinical care, health systems improvement, and leadership and the translation of research into direct patient care (*see Table 4 for descriptions of new DNP courses*).
- Advanced-practice registered nurses with a master's degree in a clinical specialty area may enroll in this post-Master's DNP program to obtain a DNP terminal degree.
- **The College plans to open this track to students with a bachelor's degree in nursing beginning the <u>third year</u> (2018) of the program launch.**

- **The post-baccalaureate students will complete _84 credits_, depending on their advanced practice specialty concentration.**
- **Part-time option will be reviewed following the first year of program launch.**
- Descriptions of the proposed **eleven** new courses are listed in Table 4 below. This proposed post-Master's DNP curriculum is designed to admit master's prepared certified APRNs in the Family Nurse Practitioner specialty (*see Appendix C for Course Syllabi*).

*Upon starting the DNP program, students are provided with a Portfolio Benchmark Matrix to help maintain the targeted evidence for each course

Table 2: Post Master's Doctor of Nursing Practice Full-time Plan of Study
Spring 2016 Entry

SPRING 2016		SUMMER 2016		FALL 2016	
Course Title	**Crs**	**Course Title**	**Crs**	**Course Title**	**Crs**
• Evidence Based Practice I: Methods • Leadership in Complex Health Care Systems • Theories in Transcultural Nursing & Health	3 3 3	• Evidence Based Practice II: Implementation & Evaluation • Epidemiology • Genomics	3 3 3	• Financial Management and Budget Planning • Health Policy • Practicum I (100 cl hours)	3 3 3
Total Credits	**9**	**Total Credits**	**9**	**Total Credits**	**9**
SPRING 2017		SUMMER 2017			
Course Title	**Crs**	**Course Title**	**Crs**	**Course Title**	**Crs**
• Practicum II & Capstone (200 cl hours)	6	• Practicum III & Capstone (200 cl hours)	6		
Total Credits	**6**	**Total Credits**	**6**	**Total Credits**	**39**

Fall 2016 Entry

FALL 2016		SPRING 2017		SUMMER 2017	
Course Title	**Crs**	**Course Title**	**Crs**	**Course Title**	**Crs**
• Evidence Based Practice I: Methods • Leadership in Complex Health Care Systems • Theories in Transcultural Nursing & Health	3 3 3	• Evidence Based Practice II: Implementation & Evaluation • Epidemiology • Genomics	3 3 3	• Financial Management and Budget Planning • Health Policy • Practicum I (100 cl hours)	3 3 3
Total Credits	**9**	**Total Credits**	**9**	**Total Credits**	**9**
FALL 2017		SPRING 2018			
Course Title	**Crs**	**Course Title**	**Crs**	**Course Title**	**Crs**
• Practicum II & Capstone (200 cl	6	• Practicum III & Capstone (200 cl	6		

hours)		hours)			
Total Credits	**6**	**Total Credits**	**6**	**Total Credits**	**39**

Table 3: New Course Descriptions

NUR 800	**LEADERSHIP IN COMPLEX HEALTH CARE SYSTEMS** (*3 credits; 3 hours*) This course addresses the leadership role of the advanced practice nurse within healthcare organizations to affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. Students will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable populations. *Pre-requisite and Co-requisites EBP-I*
NUR 801	**EVIDENCE BASED PRACTICE I: METHODS** (*3 credits; 3 hours*) The course examines research principles and evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Emphasis will also be on critical appraisal skills essential to meaningful translation of scientific evidence into practice that ensures high quality care for clients resulting in optimal outcomes. *Pre-requisite: Admission to the DNP program and Masters level statistics course.*
NUR 802	**EVIDENCE BASED PRACTICE II: IMPLEMENTATION AND EVALUATION** (*3 credits; 3 hours*) The course builds upon an introductory knowledge of nursing theory and the ability to analyze and evaluate selected theoretical models within nursing. Students will critically evaluate, compare and contrast relevant theoretical approaches for utilization in advanced nursing practice. Using theory as a guide, students will develop their theoretical model using clinically relevant strategies aimed at improving health and/or health care in diverse settings. *Pre-requisite: EBP-I*
NUR 803	**THEORIES IN TRANSCULTURAL NURSING AND HEALTH** (*3 credits; 3 hours*) This course provides essential tools for understanding cultural differences, values, belief systems and practices that are specific to various groups of people/cultures, and approach to providing nursing care that is both culturally competent and culturally sensitive in nature. *Pre-requisite: EBP-I*
NUR 805	**EPIDEMIOLOGY** (*3 credits; 3 hours*) This course focuses on improving individual and population health outcomes through the use of descriptive and epidemiologic principles and advanced nursing science in health promotion and disease management. Measures of disease frequency (prevalence, incidence) and association (odds and risk ratios), causality and confounding, and epidemiological designs are examined and applied in the areas of clinical prevention and population health. *Prerequisite: EBP-I; Co-requisite: EBP-II*
NUR 806	**GENOMICS** (*3 credits; 3 hours*) This course provides for in-depth review and analysis of genetic influences and determinants affecting the health of individuals, families and communities. The scientific study of complex diseases and diagnostic methods, treatments and therapies for these conditions. The course focuses on the use of data to support decision making to improve the health of individuals and aggregates. Approaches to generating clinically relevant data and utilizing data from clinical information systems are addressed. Ethical, legal, and social implications of genomic knowledge are appraised. *Prerequisite: Completion of semester course work*
NUR 807	**FINANCIAL MANAGEMENT AND BUDGET PLANNING** (*3 credits; 3 hours*) This course provides students with the financial management tools needed to analyze financial statements and cost considerations in health care and to employ effective methods for initiating change within health care systems. *Pre-requisites: Completion of first year course work*
NUR 808	**HEALTH POLICY** (*3 credits; 3 hours*) This course focuses on the societal and organizational context of the delivery of nursing services across various settings. Cases and current trends are emphasized in this seminar. *Pre-requisite: Completion of first year course work*
NUR 809	**PRACTICUM I** (*3 credits; 100 Clinical hours*) This practicum course provides the student a beginning opportunity for directed practice experiences with healthcare experts in the Family Nurse Practitioner specialty area. The course focuses on identifying a clinical problem, developing a feasibility study, and designing a strategic plan within the context of the organization. The emphasis is on application rather than statistical theory. *Pre-requisite: Completion of first year course work*

NUR 810	**PRACTICUM II & CAPSTONE** *(6 credits; 200 Clinical hours)*
	This practicum course provides the student with continued opportunities for directed practice experiences with healthcare experts in the *Family Nurse Practitioner* specialty area. The learner will build upon advanced specialty knowledge and skills at increasing levels of complexity. In collaboration with faculty and practice experts, the student will design, implement, evaluate, and disseminate the DNP Scholarly Project. *Enrollment in this course will be repeated in the subsequent semester until requirements for the DNP capstone project are met. Pre-requisite: Practicum I*
NUR 811	**PRACTICUM III & CAPSTONE** *(6 credits; 200 Clinical hours)*
	This course involves the continuation of the practice and quality improvement initiative begun in DNP Practicum I and DNP Practicum II. The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. This substantive project should make a significant, evidence-based contribution to existing nursing knowledge. *Pre-requisites: Practica I & II*

Student portfolio:

Each student will develop an E-portfolio that serves as a repository for evidence of completion of program learning outcomes. One project in the portfolio may illustrate the completion of multiple required outcomes. Students identify at the beginning of the project/ course the outcomes that are to be met and the Essentials of Doctoral Education for Advanced Nursing Practice that they fall within. Review of this portfolio is conducted by DNP Executive Team at the end of the first academic year. DNP Executive Team will review the portfolio again prior to graduation. **The portfolio is electronically held on the learning management system Blackboard. Its organization is based on the eight DNP Essentials which coincide with the DNP Outcomes.**

DNP Practicum Courses

Students complete *three practicum courses*, which offer mentored opportunities to identify, develop, implement, evaluate and disseminate the independent, analytical scholarly project. Each course assumes the synthesis of knowledge gleaned from subsequent and concurrent DNP courses and the unique practice expertise of the DNP student. Although these courses are separate entities, course objectives and student's individual objectives may transition into a subsequent practicum course reflecting the student's progress with the project in collaboration with the Committee Chair and course faculty. During these three courses, the student is expected to practice *a total of 500 hours* in an area related to their practice inquiry.

Practicum I (100 Hrs.)
- Commencement of project development
- Selection of Committee Chair
- Successful completion of written proposal
- Successful defense of the project proposal
- Submission of approved DNP Scholarly Project Proposal form, signed by Committee Chair and members
- Submission of Institutional Review Board (IRB) documents
- Documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio

Practicum II and Capstone (200 Hrs.)
- Implementation of scholarly project
- Documentation of meeting DNP competencies and practice hours in electronic DNP student Portfolio

Practicum III and Capstone (200 Hrs.)
- Successful completion of final paper
- Successful defense of Scholarly Project
- Submission of signed DNP Scholarly Project Defense Evaluation Form to the DNP Program Director, who is responsible for obtaining signature from the Provost.
- Documentation of meeting DNP competencies and practice hours in electronic DNP student Portfolio

Project Progression
Students are expected to meet the requirements for completing the scholarly project in conjunction with the practicum courses. These three courses provide a mechanism for formal grading of progress through the scholarly project.

DNP Evaluation

The DNP program evaluation, outlined in Table 5 below, is based on outcomes objectives, which are aligned with the AACN *Essentials of Doctoral Education for Advanced Nursing Practice* (2006). This plan addresses student learning and progression, and program quality and effectiveness. Program assessment will include formative evaluation, involving systematic monitoring and assessment of all aspects of the DNP program, and summative evaluations establishing the alignment of program objectives with the AACN essentials as well as the implementation of program plan. Both evaluative processes will involve qualitative and quantitative measures. Results from these measures will be used as a feedback loop to improve and strengthen the program.

Table 4: DNP Evaluation Plan

EVALUATION	METHOD	TIMELINE	BENCHMARK	FEEDBACK LOOP
STUDENT LEARNING OUTCOMES & PROGRESSION	DIRECT ASSESSMENT • Student course grades • Preceptor evaluation of student clinical performance • Faculty evaluation of students • Doctoral project progress • DNP Scholarly Project Proposal Defense	• Each semester • Each semester (Practicum is taken) • Each semester • Each semester (advisor to ensure progression) • Yearly (beginning 2nd YR of program)	• 95% achieve GPA of B or higher to maintain placement in DNP (95% progression rate) • 100% satisfactory clinical performance • 95% student pass rate (100% faculty response rate) • 100% Project Proposal Approval • 85% graduation rate (100% pass oral defense of project proposal--5th semester)	Evaluate DNP course syllabi to determine congruence with the AACN Essentials.
	INDIRECT ASSESSMENT • Student narrative formative self-evaluation** (E-portfolio) • Student enrollment • End-of-semester survey***	• Each semester • Each semester • Each semester	• 100% Student update of E-Portfolio • 92% student retention • 100% response rate	Evaluate student portfolio content, to determine whether program outcomes and AACN Essentials were met
PROGRAM QUALITY & EFFECTIVENESS	• Clinical placement • Student end-of-program survey (course evaluation) • Alumni survey • Employer survey	• Each semester (beginning 3rd semester of program) • Each semester • Yearly • Yearly	• 100% practicum placement rate • 80% student response rate • 40% response rate • 25% response rate	Evaluation and revision of curriculum and course syllabi as needed by DNP executive leadership and DNP Graduate Committee
	INSTRUCTIONAL STAFF • Student evaluation of instruction • Faculty peer review • Faculty feedback	• Each semester • Each semester • Each semester	• 80% student response rate • 100% faculty peer review • 100% faculty response rate	Instructional staff including Interdisciplinary collaboration and faculty support and development plan to be reviewed

Narrative formative self-evaluation of attainment of DNP Program Outcomes and DNP Essentials, as reflected in the portfolio materials, are performed at regular intervals throughout the program, in consultation with the Faculty Advisor. Upon completion of all coursework, a comprehensive narrative summative self-evaluation must be included in the final Portfolio submission.

4. FACULTY

Lehman's capacity to initiate a DNP program is based on the Department of Nursing's doctorally prepared faculty with clinical practice experience in areas that support student education. Faculty members teaching the DNP program possess diverse backgrounds and intellectual perspectives in areas of advanced nursing practice. The CVs of these faculty members, outlining relevant occupational experience, are included as Appendix E.

The Department of Nursing faculty members for this degree program are the same as those currently teaching in the graduate program. The majority of full-time and some part-time faculty members hold doctoral degrees. The faculty includes CNS's, NP's, and other specialty certified professionals. As members of an interdisciplinary team, faculty and clinical instructors are qualified to deliver patient-centered care--emphasizing evidence-based practice, quality improvement, and informatics. Table 6 below identifies the active clinical practices of the DON faculty for the proposed DNP program.

Table 5: Faculty Credentials

Nurse Faculty	Credentials	Academic/ Clinical	Preparation Functional
Eleanor Campbell	Ed.D., M.Ed, M.A. B.S.	Parent/ Child Nursing Curriculum & Teaching	Nurse Educator
Brigitte Cypress	Ed.D., M.S., B.S.	Adult Health Nursing	Nurse Educator
Cassandra Dobson	PhD, M.S., B.S.	Public Health	Researcher; Administrator
Catherine Alicia Georges	Ed.D., M.A., B.S	Community Health, Nursing Education/ Health Policy	Administrator; Educational Leadership & Policy Studies
Gina Miranda-Diaz	D.N.P., MPH, M.S.,B.S., CBPN-1, HO	Community Health Nursing, Adult Health Public Health Nursing	Clinician; Educator
Ivreen Robinson	Ph.D., M.S., B.S.	Adult Education, Leadership	Family Nurse Practitioner
Scott Saccomano	Ph.D., M.S., B.S.	Health Leadership	Older Adult
Linda Scheetz	Ed.D., M.A., B.S.N.	Outcomes Measurement, Emergency-Trauma, Older Adults	Educator; Researcher
Mary Tesoro	D.N.S., M.S., B.S.	Adult Health Nursing, Oncology Nursing	Clinician, Educator
Martha Whetsell	Ph.D., M.S., B.S.	Psychology, Pediatric Nursing	Educator; Researcher; Pediatrics

In addition to the current Lehman nursing faculty, a total of **two new full-time faculty members, at the assistant or associate rank, will be hired to teach (*in year one and year three*)** in the DNP program (see Appendix F). A current faculty member will serve as the coordinator of the Doctor of Nursing Practice program. Additional doctorally prepared adjunct faculty will also be employed especially when students begin working on capstone projects in years 2 through 5. **With the inclusion of new faculty members, there will be no impact on the current faculty workload.**

The faculty teaching assignment for the DNP program is outlined in Table 6. The inclusion of interdisciplinary collaboration within faculty teaching assignments is to draw on the diverse perspectives of experts from different disciplines; thus allowing students to learn curriculum content from a broader perspective, which focuses on diverse community settings and opportunities for advanced practice nurses to become actively engaged in research and its application to evidence-based practice. Evidence-based nursing practice adds to the knowledge

base relevant to the provision of nursing care to diverse populations. Collaborative and interdisciplinary research instructions will include the departments of Health Sciences (Epidemiology), Mathematics & Computer Science (Genomics), and Economics & Accounting and Political Science (Financial Management and Budget Planning). This faculty-teaching structure is also aimed at advancing faculty learning through Interdisciplinary collaboration development of a culture of collaborative research (ENA, 2009).

Table 6: Faculty Teaching Assignments (including Interdisciplinary Collaborations)

Course Name	Faculty	Department
Evidence Based Practice I: Methods	Dr. Brigitte Cypress; Dr. Martha Whetsell Dr. Karen Roush	Nursing
Leadership in a Complex Health Care System	Dr. Catherine Alicia Georges; Dr. Scott Saccomano	Nursing
Theories in Transcultural Nursing and Health	Dr. Eleanor Campbell Dr. Korto Scott	Nursing
Evidence Based Practice II: Implementation and Evaluation	Dr. Scott Saccomano; Dr. Linda Scheetz *New Faculty (2)*	Nursing
Epidemiology	Dr. Gina Miranda-Diaz; (Interdisciplinary collaboration)	Nursing; Health Sciences
Genomics	Dr. Gina Miranda-Diaz Dr. Martha Whetsell (Interdisciplinary collaboration)	Nursing; Mathematics & Computer Science
Financial Management and Budget Planning	Dr. Dene Hurley; Ira Bloom, Esq. (Interdisciplinary collaborations)	Economics & Accounting; Political Science
Health Policy	Dr. Catherine Alicia Georges; (Interdisciplinary collaboration)	Nursing
Practicum I (100 cl hours)	Dr. Cassandra Dobson; Dr. Mary Tesoro *New Faculty (1)* *New Faculty (2)*	Nursing
Practicum II & Capstone (200 cl hours)	Dr. Ivreen Robinson *New Faculty (1)* *New Faculty (2)*	Nursing
Practicum III & Capstone (200 cl hours)	All Faculty Members	Nursing

5. COST ASSESSMENT

Costs will include faculty salary, administrative program support, information technology support, seminar costs, materials/supplies, and accreditation costs. Tuition revenue from student enrollment will support any additional costs for adjunct faculty (*see Appendix G: Budget*).
Program Funding

The program will be fully funded using existing general funds and tuition revenues. No additional funds will be requested (*see Appendix G).* Existing funds and resources will be reallocated. External funds will be sought to supplement existing funding.

Resources Required and Resources Available

Faculty

The Lehman Department of Nursing has 15 full-time faculty, of these 11 (73%) hold doctoral degrees, while the remainder are master's prepared. The Department has several current part-time faculty members who are qualified to teach the new DNP courses. In the first year, one full-time faculty will be hired to support the program; and, in the third year an additional faculty member will be hired as students enter into the capstone courses. The program will provide interdisciplinary learning via courses and seminars with faculty from the School of Natural and Social Sciences, the School of Health Sciences, Human Services and Nursing, and members of the health care team at clinical sites.

Library Resources

The Lehman College Leonard Lief Library is fully equipped to support the DNP program. A continually updated Reserve collection includes current textbooks, journal articles, and course materials. The electronic databases pertinent to nursing include the Cumulative Index to Nursing and Allied Health Literature (CINAHL), Medline, ERIC, and Social Sciences Abstract and the Cochrane Network. Nursing students have access to all the resources of the library including access to other libraries in the CUNY system. Students and faculty are able to access the electronic databases from remote locations. A librarian designated as a resource for students and faculty in the nursing programs provides individual and group orientation on request. Books are placed on reserve each semester as needed. A nursing faculty member serves on the Library Committee and provides input on references and resources pertinent to the discipline of nursing.

Physical Resources

The T-3 building provides two floors of classroom and faculty offices for Lehman Department of Nursing. The largest space on the first floor houses a computer center with 38 individual work stations and a teacher's station. The computer center is equipped for distance learning and for controlled instructions.

The plans for simulation have already taken into account advanced practice nursing education needs. The requisite equipment is already in place at the Nursing Arts and Simulation lab, which contains health care equipment for simulated clinical practice and is used by students to practice selected nursing skills. It is equipped with five (5) Laerdal Vital Signs Simulators, one

(1) Sim Man 3G, and one (1) "Harvey" Cardiopulmonary Patient Simulator. One (1) Meti Man, one (1) Meti Child and one (1) Meti Baby, along with Laerdal's Sim NewB are available to students. There is a separate physical assessment/treatment room equipped for our advanced health assessment course and use by the nurse practitioner faculty and students.

The City University of New York Office of Facilities Planning and Construction is now designing a new building at the southern end of the campus that will house the Department of Nursing and other departments in the newly approved School of Health Sciences, Human Services and Nursing. **The proposed new building will allow the Department of Nursing to extend its research capabilities and outreach to community in the possible use of the facility as a nurse managed clinic staffed by Nurse Practitioners.** Students will learn in an inter-professional environment with participation of the science faculty and expert clinicians from Affiliate Hospitals. (Tentative plans for this new facility are outlined in Appendix H).

No additional classroom or lab space will be required in the <u>first two years</u> of the DNP program, since the current facility will be operational for additional classroom space.

Other Resources Required

No other additional resources will be required for the Lehman DNP program. The Office of Academic Advisement and the Office of Graduate Studies provide support to students from admission through to graduation. Admission advisement includes the evaluation of transcripts and transfer credits and the appropriate placement of students, and the Office of Institutional Research, Planning and Assessment monitors student progression.

Academic Cost and Revenue

The preliminary cost assessment is based on projected income of the DNP program and expenses associated with implementing the program (*see Appendix G: a, b, & c*). The cost-benefit analysis makes the following assumptions, with the understanding that amount will vary depending on infrastructure capacity:

- The DNP students are full-time students;
- All DNP students will be admitted spring and fall of each year;
- The DNP program is 39 credits;
- The tuition costs (provisionally calculated using other CUNY colleges' figures) will be set by CUNY;
- Revenue from the DNP program will cover the costs of hiring two additional faculty members (one in year 1, and another in year 3) to support projected program needs;
- The DNP students' use of the simulation lab will require more coverage time by staff; and
- The Department's new and enhanced facility is expected to accommodate the steadily increasing DNP enrollment numbers.

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APPENDICES

Alignment of AACN Essentials with Program Objectives & Courses

	AACN Essentials	Program Objectives
I.	**Scientific Underpinnings for Practice**	• Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice.
II.	**Organizational and Systems Leadership for Quality Improvement and Systems Thinking**	• Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings. • Analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes.
III.	**Clinical Scholarship and Analytical Methods for Evidence-Based Practice**	• Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system.
IV.	**Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care**	• Access, utilize, and manage information system technology and health care informatics systems for care delivery, systems operations and quality improvement.
V.	**Health care policy for advocacy in health care**	• Analyze the scientific, social, ethical, economic, political, legal, and policy components of health care systems which impact health care planning, access, and delivery.
VI.	**Interprofessional Collaboration for Improving Patient and Population Health Outcomes**	• Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care to create change in complex health care delivery systems;
VII.	**Clinical prevention and population health for Improving the nation's health**	• Design, implement, and evaluate care delivery models and strategies to improve population health.
VIII.	**Advanced nursing practice**	• Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations.

* Each DNP Program Outcome and DNP Essential is addressed, in some cases, in multiple courses. Each DNP course syllabus denotes the specific DNP Program Outcomes and DNP Essentials addressed within the course content

Appendix B
The AACN DNP Essentials

DNP Essentials[7]: At the end of the program the student will be able to:

I. Scientific Underpinnings for Practice
a. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
b. Use science-based theories and concepts to: • Determine the nature and significance of health and health care delivery phenomena;   • Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and   • Evaluate outcomes.
c. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
a. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
b. Ensure accountability for quality of health care and patient safety for populations with whom they work: • Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.   • Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.   • Develop and/or monitor budgets for practice initiatives.   • Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.   • Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
c. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research
III. Clinical Scholarship & Analysis Methods for Evidence-Based Practice
a. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
b. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
c. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
d. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
e. Use information technology and research methods appropriately to: • collect appropriate and accurate data to generate evidence for nursing practice   • inform and guide the design of databases that generate meaningful evidence for nursing practice   • analyze data from practice   • design evidence-based interventions   • predict and analyze outcomes   • examine patterns of behavior and outcomes   • identify gaps in evidence for practice
f. Function as a practice specialist/consultant in collaborative knowledge-generating research
g. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

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[7] American Association of College of Nursing. (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. Retrieved August 20, 2013 at: http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf

IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
a. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
b. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
c. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and database.
d. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
e. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

V. Health Care Policy for Advocacy in Health Care
a. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
b. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
c. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
d. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
e. Advocate for the nursing profession within the policy and healthcare communities.
f. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
g. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
a. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
b. Lead interprofessional teams in the analysis of complex practice and organizational issues.
c. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

VII. Clinical Prevention and Population Health for Improving the Nation's Health
a. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
b. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
c. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

VIII. Advanced Nursing Practice
a. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
b. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
c. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
d. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes
e. Guide, mentor, and support other nurses to achieve excellence in nursing practice
f. Educate and guide individuals and groups through complex health and situational transitions.
g. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER: NUR 800

COURSE TITLE: Leadership in Complex Health Systems

PLACEMENT IN CURRICULUM: _First Semester_

PRE-REQUISITES: Admission to the DNP program

CO-REQUISITES: None

CREDITS: 3 Credits: 3 hours lecture

FACULTY: Dr. Scott Saccomano; Dr. Catherine Alicia Georges

OFFICE HOURS: TBA

COURSE DESCRIPTION:
This course addresses the leadership role of the advanced practice nurse within healthcare organizations to affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. Students will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable populations.

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

1. Analyze theories of leadership and management relevant to advanced practice nursing including organizational, financial and regulatory forces that impact patient care
2. Evaluate the impact of organizational and management theories and nursing care delivery models on healthcare organizations
3. Evaluate the role of teamwork to promote interprofessional collaboration for improving healthcare outcomes
4. Analyze patient safety goals and the advanced practice nurse's role in developing and implementing initiatives to promote quality outcomes
5. Evaluate frameworks for quality improvement in healthcare including theories of quality management and the principles of risk management
6. Discuss legal, regulatory, advocacy and ethical issues in the workplace as they relate to advanced practice nursing.
7. Analyze the impact that cultural and generational gaps play in leadership style
8. Analyze social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable.

Required Text: TBA

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:
American Psychological Association. (2009). *Publication manual of the American Psychological Association.* 6th Edition. Washington, DC: American Psychological Association. $28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:
This course designed to stimulate students' discussion on the interplay of leadership in organizations affecting a range of healthcare leadership issues. Leadership analysis papers, reflective journal writing via Blackboard and in –class discussions will be a part of the evaluation.

EVALUATION METHODS:
1. Leadership Analysis Action Plan– 40%
2. Regulatory Practice Change Assignment – 25%
3. Reflections on assigned readings (healthcare policies, laws, institutional, government, international regulations, ethics and healthcare policies) – 35%

Grading Scale:	Percentage	Grade
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

Course Topical Outline:

- Nature of health care organizations and nursing organizations
- Theories of change in organizational systems.
- Health care delivery and financial management.
- Regulatory forces affecting health care.
- Current and emerging leadership practice models.
- Leadership and the political process
- Leadership and quality management
- Influence of social climate and culture on health care organizational leadership.
- Strategic planning process
- Consultation, collaboration and Advocacy
- Selected issues in advanced nursing practice leadership role development.

Appendix C: COURSE SYLLABI

LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER: NUR 801

COURSE TITLE: Evidence Based Practice I: Methods

PLACEMENT IN CURRICULUM: _First Semester_

PRE-REQUISITES: Admission to the DNP program

CO-REQUISITES: None

CREDITS: 3 Credits: 3 hours lecture

FACULTY: Dr. Martha Whetsell; Dr. Brigitte Cypress

OFFICE HOURS: TBA

COURSE DESCRIPTION:
The course examines research principles and evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Emphasis will also be on critical appraisal skills essential to meaningful translation of scientific evidence into practice that ensures high quality care for clients resulting in optimal outcomes.

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

1. Critically appraise existing literature, research studies, clinical guidelines and protocols for translation to clinical practice.
2. Distinguish between quality improvement, research and evidence-based practice approaches to improve health outcomes
3. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations
4. Evaluate research designs for congruence and merit to generate sound evidence for clinical practice.
5. Synthesize relevant theory and research on a relevant clinical practice issue for application to practice.

Required Text: TBA

Required Readings – articles from selected professional journals & websites will be assigned.

Recommended Texts:
American Psychological Association. (2009). *Publication manual of the American Psychological Association.* 6th Edition. Washington, DC: American Psychological Association. $28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:
Teaching strategies will include lecture, discussion, group work, peer feedback and discussion, and use of information technology.

EVALUATION METHODS:
1. EBP Application Paper– 40%
2. Scholarly Participation – 25%
3. Reflections on Research Articles (e-Journal) – 35%

Grading Scale:

Percentage	Grade
>93	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
<72	F

Course Topical Outline

- Scientific evidence: Nursing research & evidence-based practice
- Review research process & concepts; Theoretical/conceptual context (mid-level)
- EBP process, concepts & models; Conceptualizing & framing clinical questions; Research to practice
- Finding & reading relevant clinical evidence (literature reviews, electronic databases, meta-research; primary & secondary sources)
- Review research designs/methods (quantitative & qualitative): descriptive, correlational/ observational, experimental (RCT), systematic reviews
- Ethics & evidence measurement/tool quality: Design, rigor, validity, reliability, trustworthiness & power.
- Individual quantitative research: Critique & appraisal (credibility, clinical significance, applicability to practice.
- Qualitative Research: Analysis styles, controversies, quality criteria, mixed methods (designs, strategies, & appraisal)
- Integrative research reviews, meta-synthesis and meta-analysis: Scope, application, & appraisal
- Clinical protocols and guidelines: Appraisal and recommendations.
- Integrating evidence into EBP recommendations and practice

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LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER: NUR 802

COURSE TITLE: Evidence Based Practice II: Implementation & Evaluation

PLACEMENT IN CURRICULUM: *Second Semester*

PRE-REQUISITES: Evidence Based Practice I: Methods

CO-REQUISITES: None

CREDITS: 3 Credits; 3 Hours Lecture

FACULTY: Dr. Scott Saccomano; Dr. Linda Scheetz

OFFICE HOURS: TBA

COURSE DESCRIPTION:
The course builds upon an introductory knowledge of nursing theory and the ability to analyze and evaluate selected theoretical models within nursing. Students will critically evaluate, compare and contrast relevant theoretical approaches for utilization in advanced nursing practice. Using theory as a guide, students will develop their theoretical model using clinically relevant strategies aimed at improving health and/or health care in diverse settings.

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

1. Evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable patient-centered care.

2. Apply relevant findings to develop practice guidelines and improve practice

3. Use information technology and research methods appropriately to generate evidence for nursing practice

4. Synthesize evidence from quantitative and qualitative studies used in advanced practice nursing.

5. Design a theoretical approach to explain a phenomenon in advanced clinical nursing practice.

Required Text: TBA

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:
American Psychological Association. (2009). *Publication manual of the American Psychological Association.* 6th Edition. Washington, DC: American Psychological Association. $28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:

EVALUATION METHODS:
1. Theoretical Model Presentation– 25%
2. Theory Model Paper – 40%
3. Discussion board – 35%

Grading Scale:

Percentage	Grade
>93	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
<72	F

Course Topical Outline:

- Compare and contrast various theoretical models and approaches

- Design and implement processes to evaluate outcomes of various practice setting

- Evaluate outcomes of various practice settings against national benchmarks to determine variances in practice outcomes and, population trends.

- Evaluate quality improvement methodologies to promote safe and effective patient-centered care.

- Apply relevant findings to develop practice guidelines and improve practice

- Synthesize evidence from qualitative and quantitative evidence

- Information technology and research methods

LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER: NUR 803

COURSE TITLE: Theories in Transcultural Nursing and Health

PLACEMENT IN CURRICULUM: *First Semester*

PRE-REQUISITES: Admission to the DNP program

CO-REQUISITES: None

CREDITS: 3 Credits: 3 hours lecture

FACULTY: Dr. Eleanor Campbell

OFFICE HOURS: TBA

COURSE DESCRIPTION:
This course provides essential tools for understanding cultural differences, values, belief systems and practices that are specific to various groups of people/cultures, and approach to providing nursing care that is both culturally competent and culturally sensitive in nature.

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

1. Synthesize various theories on culture and health as they relate to advanced nursing practice

2. Employ research methods that investigate cultural phenomena and evaluate interventions

3. Develop understanding of and sensitivity to diverse cultural populations and organizations

4. Develop approach to work collaboratively with culturally diverse individuals, groups and organizations to facilitate best practices in research and health policy development

5. Use analytic methods to determine the best approaches to culturally congruent care using inter-professional and transcultural teams in various healthcare delivery systems

.

Required Text: Jeffreys, (2010). Teaching Cultural Competence in Nursing and Health Care: Inquiry, Action, and Innovation, 2nd Edition. New York: Springer

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:
American Psychological Association. (2009). *Publication manual of the American Psychological Association*. 6th Edition. Washington, DC: American Psychological Association. $28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:
This is a seminar course designed to stimulate students' discussion on culture and healthcare topics from weekly readings and assignments. Reflective writing, papers and group discussion in class and on Blackboard journal will be a part of the evaluation.

EVALUATION METHODS:
1. Paper on a theory of culture and health – 20%
2. Cultural assessment paper & presentation – 30%
3. Cultural phenomenon paper – 25%
4. Reflections on assigned readings (Case Studies of selected cultures and healthcare beliefs practices) – 25%

Grading Scale:	Percentage	Grade
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

Course Topical Outline:
- Overview of Cultural Phenomena, Culture and Health, and the role of the DNP nurse
- Leininger Theory of Culture Care Diversity and Universality
- Purnell Model of Transcultural Healthcare–
- Campinha-Bacote Culturally Competent Model of Care
- Giger & Davidhazar -Transcultural Assessment; Cultural Assessment measurement and evaluation
- Specter – Cultural Diversity in Health and Illness
- Evaluating cultural phenomena
- Culturally focused healthcare policies
- Providing culturally competent healthcare to individuals in various settings
- Providing culturally competent healthcare for various communities
- Evaluating the delivery of culturally competent healthcare
- Student presentations
- Student presentations

LEHMAN COLLEGE DEPARTMENT OF NURSING
GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER: NUR 805

COURSE TITLE: Epidemiology

PLACEMENT IN CURRICULUM: _Second Semester_

PRE-REQUISITES: Evidence Based Practice I: Methods

CO-REQUISITES: EBP-II

CREDITS: 3 Credits: 3 hours lecture

FACULTY: Dr. Gina Miranda-Diaz (Interdisciplinary Collaboration with Health Sciences Department)

OFFICE HOURS: TBA

COURSE DESCRIPTION:
This course focuses on improving individual and population health outcomes through the use of descriptive and epidemiologic principles and advanced nursing science in health promotion and disease management. Measures of disease frequency (prevalence, incidence) and association (odds and risk ratios), causality and confounding, and epidemiological designs are examined and applied in the areas of clinical prevention and population health.

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

1. Articulate the importance of epidemiology to advanced practice nursing.

2. Describe concepts of disease rates, sensitivity, specificity, predictive values, risk, and probability.

3. Access vital statistics essential to community health policy.

4. Evaluate screening and surveillance programs (including sensitivity, specificity, and predictive values).

5. Evaluate existing data as sources of information for primary, secondary, and tertiary levels of prevention.

6. Evaluate published epidemiologic studies for findings applicable to one's practice as an advanced practice nurse.

7. Use an epidemiologic approach to measure the occurrence of health, disease, or injury in selected populations.

8. Compare and contrast research designs commonly used in epidemiologic research.

Required Text: TBA

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:
American Psychological Association. (2009). *Publication manual of the American Psychological Association.* 6th Edition. Washington, DC: American Psychological Association. $28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:
This course is designed to provide students with an intensive introduction to epidemiologic concepts. In addition, opportunities will be provided for students' to engage in, collaborate in, and to interpret the results of epidemiologic research as a substantial component of this course. Oral presentation, written work (concept paper, exam), the use of discussion board via Blackboard and in-class discussions will be a part of the evaluation.

EVALUATION METHODS:
1. Epidemiology concept paper– 35%
2. Power point presentation of a public health issue – 30%
3. Written exam based on Epidemiologic concepts– 35%

Grading Scale:

Percentage	Grade
>93	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
<72	F

Course Topical Outline:
- Overview of course syllabus. Historical events in Epidemiology
- Basic terminology and definitions of epidemiology
- Common causes of disease incidence & mortality
- Measures of disease occurrences and frequency
- Basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data
- Descriptive Epidemiology
- Calculate basic epidemiology measures/ draw appropriate inferences from epidemiologic data
- Measures of Disease Association
- Causality & Conceptual Models
- Communicate epidemiologic information to lay and professional audiences
- Cross-sectional Studies
- Cohort Studies: Observational & Interventional
- Confounding issues/informational bias/selection bias
- Special Topics in Infectious Disease Methodology
- Standardization and Data analysis

LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER: NUR 806

COURSE TITLE: Genomics

PLACEMENT IN CURRICULUM: _Second Semester_

PRE-REQUISITES: Completion of first semester courses

CO-REQUISITES: None

CREDITS: 3 Credits; 3 Hours Lecture

FACULTY: Dr. Gina Miranda-Diaz , Dr. Martha Whetsell Mathematics
                                    & Computer
                               Science Faculty (TBA)

OFFICE HOURS: TBA

COURSE DESCRIPTION:
This course provides for in-depth review and analysis of genetic influences and determinants affecting the health of individuals, families and communities. The scientific study of complex diseases and diagnostic methods, treatments and therapies for these conditions. The course focuses on the use of data to support decision making to improve the health of individuals and aggregates. Approaches to generating clinically relevant data and utilizing data from clinical information systems are addressed. Ethical, legal, and social implications of genomic knowledge are appraised.

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

1. Analyze basic patterns of biological inheritance and variations of care of families and within populations.

2. Utilize knowledge of disease-associated genetic variations to facilitate interprofessional interventions.

3. Design a holistic approach to nursing care for patients with genetic disorders; considering legal and ethical issues, and various factors that influence the patient's ability to use genetic information and services.

Required Text:

- Kenner, C. & Lewis, J.A. (2013). *Genetics and genomics in nursing*. Boston, MA: Pearson.
- Beery, T.A. & Workman, M.L. (2012). *Genetics and genomics in nursing and healthcare*. Philadelphia, PA: F.A. Davis.
- Black Monsen, R. (2009). *Genetics and ethics in healthcare*. Silver Spring, MD: American Nurses Association.

Required Readings – articles from selected professional journals and websites will be assigned.

Teaching/Learning Strategies:
This course involves lecture and lab components, in which theory and methods will be taught using textbooks, journal articles, and technology/databases. Some lecture and lab times will be devoted to seminars on methods and papers related to lecture or laboratory components of the course. In the lab component, students will have the opportunity to use genomic techniques to address research questions.

EVALUATION METHODS:
Class Discussions: 20%
Group Assignment: 30%
Lab Participation: 10%
Research Paper: 40%

<u>Grading Scale:</u>	<u>Percentage</u>	<u>Grade</u>
	>93	A
	90-92	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	<72	F

<u>**Course Topical Outline:**</u>
- Genomics in health care
- Human diversity and Variations
- Types of genetic disorders influences on chromosome and gene action
- Using BLAST (Basic Local Alignment Search Tool); Similarity searches and comparing two sequences (including <u>Lab:</u> Visualizing and aligning whole genomes)
- Technical foundations of genomics (including <u>Lab:</u> Class Discussion-Bioinformatics integration)
- Global gene expression profiling
- Comparative genomics
- Ethical issues in genetic testing and therapy
- Assessing patients with a genetic "Eye": Histories, Pedigrees, and physical assessment (including <u>Lab:</u> In vivo technologies for assessing gene expression, analysis/visualization and issues with imaging)
- Community and public health nursing and genomics
- Trends, social policies, and ethical issues in genomics.

LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER: NUR 807

COURSE TITLE: Financial Management and Budget Planning

PLACEMENT IN CURRICULUM: *Third Semester*

PRE-REQUISITES: Completion of first year courses

CO-REQUISITES: None

CREDITS: 3 Credits: 3 hours lecture

FACULTY: Dene Hurley (Economics & Accounting) & Ira Bloom (Political Science)

OFFICE HOURS: TBA

COURSE DESCRIPTION:
This course provides students with the financial management tools needed to analyze financial statements and cost considerations in health care and to employ effective methods for initiating change within health care systems.

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

1. Critically examine financial management models and strategies for their application to healthcare systems
2. Analyze political and market forces affecting financial management of healthcare.
3. Examine the financial requirements of healthcare systems in the provision of quality, affordable, and accessible healthcare.
4. Design plans for long-term financial management of specific healthcare systems
5. Analyze the leadership role of nursing in strategic planning of the financial needs for various health systems.

REQUIRED TEXTBOOKS: TBA

ADDITIONAL REQUIRED READINGS:
Selected articles from professional journals and websites will be assigned

RECOMMENDED TEXTBOOKS:
American Psychological Association (2010). Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association. $28.95

EVALUATION METHODS

Assignment	% of Grade
• Paper – Analysis of political and market forces affecting financial management of healthcare	30
• Paper – Design of a long-term financial management plan for a selected healthcare organization	30
• Case Study Presentation – Critical examination of a selected financial management model, including financial requirements, and application to a healthcare system	25
• Journal reflections on assigned readings and class discussions (analysis of nursing leadership role in strategic planning for financial needs)	15

Grading Scale:

Percentage	Grade
>93	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
<72	F

TOPICAL OUTLINE

Week	Topic
1	Course introduction Healthcare environment Financial management and nursing leadership
2	Paying for healthcare Health insurance and fee-for-service
3	Managed care and performance Measuring nursing care
4	Budgeting concepts
5	Analyzing financial statements Reporting and managing budgets
6	Strategic planning Planning budgets
7	Cost-finding, break-even and charges
8	Economic evaluation: cost benefit analysis, cost effectiveness analysis, cost utility analysis, cost effectiveness research
9	Benchmarking and productivity Healthcare financial management
10	Student case study presentations
11	Student case study presentations

LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER: NUR 808

COURSE TITLE: Health Policy

PLACEMENT IN CURRICULUM: _Third Semester_

PRE-REQUISITES: Completion of first year courses

CO-REQUISITES: None

CREDITS: 3 Credits: 3 hours lecture _(8 weeks)_

FACULTY: Dr. Catherine Alicia Georges (interdisciplinary
                               collaboration)

OFFICE HOURS: TBA

COURSE DESCRIPTION:
This course focuses on the societal and organizational context of the delivery of nursing
services across various settings. Cases and current trends are emphasized in this seminar.

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

1. Analyze historical, political and economic forces that influence health policy.
2. Critically examine various policy models and their impact on healthcare.
3. Forecast healthcare policy changes using normative issues and cross-national
   perspectives.
4. Examine the DNP role in contributing to the development of health policy within the
   context of health promotion and disease prevention activities, and reduction of
   healthcare disparities.

Required Text: TBA

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:
American Psychological Association. (2009). *Publication manual of the American Psychological Association. 6th Edition.* Washington, DC: American Psychological Association. $28.95

A list of selected journal articles and additional readings will be provided during the semester on Blackboard. Most articles are available online via Lehman College Library E-journals.

Teaching/Learning Strategies:
This is a seminar course designed to stimulate students' discussion on local and international policies and laws affecting a range of healthcare issues. Policy analysis papers, reflective journal writing via Blackboard and in –class discussions will be a part of the evaluation.

EVALUATION METHODS:
1. Policy Analysis paper– 35%
2. Reflections on assigned readings (healthcare policies, laws, institutional, government, international regulations, ethics and healthcare policies) – 25%
3. Development of a Health Policy Outline to reduce a health disparity– 40%

Grading Scale:

Percentage	Grade
>93	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
<72	F

Course Topical Outline:

Week 1	Overview of course syllabus. Historical overview of health policies
Week 2	Health policy regulations – rules, laws, policies and systems
Week 3	Politics and healthcare, role of government in healthcare
Week 4	Impact of external forces on healthcare policies
Week 5	Models of health policy – ecological model, behavioral model, healthcare reform AHCA, International health policies
Week 6	Research and healthcare policy
Week 7	Nursing and health policy
Week 8	Health policy development and evaluation

LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER: NUR 809

COURSE TITLE: Practicum I

PLACEMENT IN CURRICULUM: _Third Semester_

PRE-REQUISITES: Completion of first year courses

CO-REQUISITES: None

CREDITS: 3 credits; 100 Clinical hours (8 weeks)

FACULTY: Dr. Cassandra Dobson; Dr. Mary Tesoro

OFFICE HOURS: TBA

COURSE DESCRIPTION:
This practicum course provides the student a beginning opportunity for directed practice experiences with healthcare experts in the Family Nurse Practitioner specialty area. The course focuses on identifying a clinical problem, developing a feasibility study, and designing a strategic plan within the context of the organization. The emphasis is on application rather than statistical theory.

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

1. Identify a clinical problem to improve patient care outcomes within a health care organization

2. Use outcomes from EBP-I and EBP-II to design a strategic plan to improve patient care outcomes within a health care organization

3. Work collaboratively with an expert in selected clinical focus area

4. Develop an evidence-based practice proposal

Required Text: TBA

Required Readings – articles from selected professional journals and websites will be assigned.

Recommended Texts:
American Psychological Association. (2009). *Publication manual of the American Psychological Association. 6th Edition.* Washington, DC: American Psychological Association. $28.95

Teaching/Learning Strategies:
This course is a clinical practicum supported by a clinical seminar. Learning experiences include the clinical practicum, small group discussions, case-based presentations, and peer review. Students will work with sample data using SPSS.

EVALUATION METHODS:
1. Reflection (E-portfolio) – 15%
2. Article critiques – 15%
3. Final project (proposal) – 60%
4. Presentation of final project – 10%

Grading Scale

This clinical course is graded pass/fail. The course faculty evaluates student's seminar participation. The decision to accept the DNP portfolio as satisfactory is made by a committee consisting of the course faculty, the clinical practicum mentor, and the student's advisor for the practicum and doctoral project. Two of the three evaluators must agree the portfolio is satisfactory.

DNP Portfolio
The portfolio is a scholarly quantitative and qualitative document, which in its entirety presents evidence of mastery of the DNP program objectives. A brief synopsis must be provided with each item, detailing the achievement of the specific program objective. The portfolio is considered a comprehensive, yet unique reflection of a student's mastery of the DNP program objectives. The student is to consult his/her advising faculty and clinical mentor in the selection and choice of portfolio documents.

Scholarly participation in clinical seminar
Students are expected to be prepared to analyze, synthesize and integrate the written and electronic clinical literature as it relates to DNP practice. Students will assume leadership roles for weekly seminars in peer based teams and are also expected to substantively contribute to all classroom discussions.

Proposal
Students are to begin DNP Scholarly Project development. They must successfully complete a written proposal, defend the Project Proposal, and submit approved DNP Scholarly Project Proposal form signed by Committee Chair and members to the Department of Nursing.

LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER: NUR 810

COURSE TITLE: Practicum II & Capstone

PLACEMENT IN CURRICULUM: _Fourth Semester_

PRE-REQUISITES: Practicum I

CO-REQUISITES: None

CREDITS: 6 credits; 200 Clinical hours

FACULTY: Dr. Ivreen Robinson

OFFICE HOURS: TBA

COURSE DESCRIPTION:
This practicum course provides the student with continued opportunities for directed practice experiences with healthcare experts in the _Family Nurse Practitioner_ specialty area. The learner will build upon advanced specialty knowledge and skills at increasing levels of complexity. In collaboration with faculty and practice experts, the student will design, implement, evaluate, and disseminate the DNP Scholarly Project. _Enrollment in this course will be repeated in the subsequent semester until requirements for the DNP capstone project are met._

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

1. Analyze elements of scientific rigor in research.

2. Synthesize major findings in the literature related to specific nursing questions

3. Critically evaluate research reports and levels of evidence in terms of design, sampling, instrumentation, data collection and analysis, and interpretation of findings.

4. Analyze research findings for their applicability to evidence based practice and advancement of nursing science.

5. Develop a research utilization paper regarding a specific nursing practice question or problem using published research findings as evidence for the solution proposed.

Project Specific Objectives

These objectives will be generated by the student in conjunction with the faculty advisor and should be linked to the DNP program objectives.

Project Committee:
Student's work is mentored by a committee consisting of a minimum of 2 members: the student's faculty advisor, and a clinical mentor (usually the practicum mentor) with expertise in the area of clinical practice interest or a second faculty member, who contributes theoretical, methodological or practice related expertise unique to the project.

EVALUATION METHODS:
- Identify a clinical practice problem or issue and review the relevant literature
- Develop a comprehensive, site-specific project plan in collaboration with the sponsoring health facility that addresses an advanced practice problem within the clinical context
- Implement a context-sensitive clinical project
- Evaluate and disseminate clinical scholarship knowledge
- Documentation of meeting DNP competencies and practice hours in electronic

Grading Scale
This clinical course is graded pass/fail. The Committee Chair and Clinical Mentor evaluate a student's progress on his/her DNP Scholarly Project and the written self-reflection entered in the DNP portfolio.

LEHMAN COLLEGE DEPARTMENT OF NURSING

GRADUATE NURSING DEPARTMENT

COURSE SYLLABUS

COURSE NUMBER:	NUR 811
COURSE TITLE:	Practicum III & Capstone
PLACEMENT IN CURRICULUM:	_Fifth Semester_
PRE-REQUISITES:	Practica I & II
CO-REQUISITES:	None
CREDITS:	6 credits; 200 Clinical hours
FACULTY:	DNP Faculty
OFFICE HOURS:	TBA

COURSE DESCRIPTION:
This course involves the continuation of the practice and quality improvement initiative begun in DNP Practicum I and DNP Practicum II. The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. This substantive project should make a significant, evidence-based contribution to existing nursing knowledge.

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

1. Synthesize and integrate theory and knowledge from nursing science with the biophysical, psychosocial, analytical and organizational sciences as the foundation for the highest level of nursing practice.
2. Enact leadership, critical thinking and effective communications skills to design, evaluate, and improve the implementation of quality advanced nursing services.
3. Analyze the evidence for its validity, predicted impact, and potential applicability to the proposed question or issue.
4. Synthesize findings and draw conclusions to address the issue and propose solutions
5. Analyze the limitations of the project and proposed solutions.
6. Provide a scholarly presentation related to the project.
7. Defend an evidence-based practice proposal.

Project Specific Objectives

These objectives will be generated by the student in conjunction with the faculty advisor and should be linked to the DNP program objectives.

Project Committee:
Student's work is mentored by a committee consisting of a minimum of 2 members: the student's faculty advisor, and a clinical mentor (usually the practicum mentor) with expertise in the area of clinical practice interest or a second faculty member, who contributes theoretical, methodological or practice related expertise unique to the project.

EVALUATION METHODS:
- Successfully complete DNP Scholarly Project that addresses an advanced practice problem within a clinical context
- Evaluate and disseminate clinical scholarship knowledge
- Successfully defend Scholarly Project
- Document meeting of DNP competencies and practice hours in electronic

Grading Scale
This clinical course is graded pass/fail. The Committee Chair and Clinical Mentor evaluate a student's progress on his/her DNP Scholarly Project and the written self-reflection entered in the DNP portfolio.

Appendix D

Graduates' DNP Assessment Survey Results May 2013

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Questions:
1. When did you graduate from the Master of Science in Nursing Program?
2. Are you nationally certified? (Yes; No)
3. If yes, please indicate the certification below: (AANP; ANCC)
4. Are you currently employed as a Nurse Practitioner? (Yes; No)
5. If yes, name of employer: _____
6. Are you interested in pursuing a Doctor of Nursing Practice (DNP) degree? (Yes; No; Uncertain)
7. If you answered yes to question 6, how soon would you like to start? (Within 1-2 year; Within 3-4 years; Within 5 or more years; Uncertain)
8. If you answered yes to question 6, what is your study preference? (*Part-time study; Full-time study; Uncertain)*

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Summary of Findings

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Who responded?
- Of the 43 Alumni of the FNP program contacted (2012 & 2013 graduates), 19 (44%) responded.
- Of those responded, 8 (42%) indicated an interest in attending a DNP program at Lehman, while 6 (32%) were uncertain.
- Of the 19 respondents, 13 were 2012 graduates and 6 were 2013 graduates.

Of our alumni, who is likely to attend a DNP offering? When?
- Of the 13 Alumni indicating interest in the DNP program, 8 (62%) were nationally certified: 3 (38%) AANP certified and 5 (62%) ANCC certified.
- Currently 47% (9 of 19) are employed as NPs. Of those employed, 5 (63%) are employed as NPs.

What do our respondents see as primary advantages? Disadvantages?

Advantage: The program is soon to be launched:
- All 13 (100%) respondents who indicated interest, wanted to begin the program within 1-2 years.

Disadvantages: Alumni who are not certified and/or not working as an FNP were uncertain about advancing their education:
- Of the 32% (6 of 19) indicating uncertainty in registering for the program, 5 were not certified; the remaining 1, who is certified is not employed as an NP.
- Of those indicating interest in the program, 62% (8 of 13) preferred part-time study. This program, however, is a full-time study.

Other findings

- There were no significant differences relating to the year of graduation among the respondents.

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(b) Employer's Survey

LEHMAN COLLEGE Department of Nursing /EMPLOYER Survey

250 Bedford Park Blvd. West ● Bronx, New York 10468 ● (Ph) 718-960-8793 ● (Fax) 718-960-8488

Doctor of Nursing Practice 2013 Needs Survey:

To continue to serve our health care community, the Lehman College Department of Nursing is conducting a needs assessment for a proposed **Doctor of Nursing Practice degree program in the Family Nurse Practitioner (DNP-FNP) track**. Your participation is greatly appreciated.

1. Does your institution anticipate any interest in hiring graduates of a Family Nurse Practitioner doctoral program (DNP-FNP) in the future?

    ____Yes;   ____No

2. If no, but interested in other specialty area(s), please indicate below.

    _____

    _____

    _____

3. We welcome any additional comments you would like to provide.

Summary of Survey

- **5 of the clinical partners surveyed responded (100%)**
- **5 indicated that they would hire FNP-DNP graduates**
- **None indicated NO**
- **One(1) institution Jacobi expressed an interest in nurse anesthetist**

Appendix E

Institution	Lehman College (CUNY)	Date	02/10/14
Program	Nursing	Degree	Doctor of Nursing Practice

(a)Data on Faculty Members Directly Associated With the Proposed Doctoral Program

Name (Use "D" to Specify Program Director and "C" to Specify Core Faculty)	FT/PT	Dept	Sex M/F	R/E[1]	Articles in Refereed Journals in the past 5 yrs	External Research Support in Current AY 2013- 14[2]	Dissertation Load Current AY 2013 - 2014[2]		Any Dissertation Load in the previous 5 yrs.		# of Advisees Current AY 2013 -2014[2]		# of Classes Taught Current AY 2013-14[2]		% FTE Time to Proposed Program
							Com	Chr	Com	Chr	Doc	Mstrs	GR	UG	
Full Professor															
Catherine Alicia Georges (C)	FT	NUR	F	B	2	0	3	1	3	0	3	0	3	0	15%
Associate Professor															
Martha Whetsell (C)	FT	NUR	F	W	6	0	3	10	10	6	6	10	5	1	30%
Linda Scheetz (C)	FT	NUR	F	W	5	0	0	0	1	0	0	10	3	2	30%
Assistant Professor															
Eleanor Campbell (D)	FT	NUR	F	B	3	1	2	0	1	0	5	20	4	2	30%
Brigitte Cypress (C)	FT	NUR	F	A	10	0	5	0	7	0	1	5	3	2	25%
Cassandra Dobson (C)	FT	NUR	F	B	3	0	0	0	0	0	0	10	3	2	30%
Gina Miranda-Diaz (C)	FT	NUR	F	H	0	0	0	0	0	0	0	5	6	1	40%
Ivreen Robinson (C)	FT	NUR	F	B	0	0	0	0	0	0	0	10	3	0	30%
Scott Saccomano (C)	FT	NUR	M	W	7	0	0	0	0	0	0	10	5	1	30%
Mary Tesoro	FT	NUR	F	W	1	0	0	0	0	0	0	0	0	5	10%

[1] Racial/Ethnic Groups - Black (B), White (W), Hispanic (H), Native American Indian/Alaskan Native (N), Asian/Pacific Islander (A), Foreign (F)

[2] Specify the academic year.

(b)DNP Nursing Faculty CVs

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
Eleanor Campbell	• EdD: Nursing, Teachers College, Columbia University (1998) • MEd: Nursing, Teachers College, Columbia University (1989) • MA: Nursing, Teachers College, Columbia University (1980) • BS: Nursing, Alfred University (1975)	• Assistant Professor /Graduate Program Director, Dept. of Nursing, Lehman College (2004-Present) • Sub-Assistant Professor, Hunter College - Bellvue School of Nursing (2003-2004) • Adjunct Professor, Mount Saint Mary College, Newburgh, NY (2003) • Assistant Professor, Dept. of Nursing, Lehman College (1998 – 2003)	• Graduate Seminar in Transcultural Nursing, Kean University (2002)	• Isasi, C., Florez, Y., Campbell, E., Wylie-Rosett, J. & Whiffen, A. (2011). High school prevalence of obesity among inner city adolescent boys in the Bronx, NY: Forgetting our boys. *Preventing Chronic Disease*. 8, 1. E-Journal. • Campbell, Eleanor T. (2009). Dietary choices of urban minority high school students - Pediatric Nursing. 35, 3, 171-180. • Campbell, Eleanor T. (2009). Teaching Korean RN-BSN students. *Nurse Educator*. 34, 3, 122-125. • Campbell, Eleanor T. (2008). Gaining insight into student nurses' clinical decision-making process. Achiquan. Universidad De La Sabana Facultad De Enfermería. Chia, Columbia. 8 (1) 19-32.
Brigitte Cypress	• EdD: Nursing (2009), Teachers College, Columbia University • MS: Nursing (2004), Lehman College (CUNY) • BS: Nursing (1988), Lehman College (CUNY)	• Tenure Track Assistant Professor, Department of Nursing, Lehman College (CUNY) (2009 - Present) • Assistant Professor, The Graduate Center City University of New York: (09/2009 – present) • Research Associate (per	• Critical Care Registered Nurse • Basic Cardiac Life Support • Advanced Cardiac Life Support • Pediatric Advanced Cardiac Life Support • Trauma Nursing Core Course	*Refereed Publications*: • Cypress, B. (2013). Using the synergy model of patient care in understanding the lived emergency department experiences of patients, family members and their nurses during critical illness: A phenomenological study,

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		diem), Montefiore Medical Ctr. Institute for Clinical and Translational Research (2010) • Staff and Charge Nurse, St. Barnabas Hospital (1991-2008) • Staff and Charge Nurse (1988-1991), Phil Heart Center Manila, Philippians	• Post Certificate in Higher Education (2004): Lehman College, CUNY	Dimensions of Critical Care Nursing 32(6), 310 - 321. • Cypress, B. (2013). Transfer Out of Intensive Care: An Evidence-Based Literature Review: Dimensions of Critical Care Nursing, 32(5), 244 - 261. • Cypress, B. (2012). Family Presence in Rounds: An Evidence-Based Review: Dimensions of Critical Care Nursing, 31(1), 53 – 63. • Cypress, B. (2011). Patient-Family-Nurse Intensive Care Unit Experience: A Roy Adaptation Model-Based Qualitative Study: Qualitative Research Journal, 11(2), 3-16.
Cassandra Dobson	• PhD: Nursing/Research (SCD (pain mgmt.) Columbia University (10/2006) • MS: Nursing, Lehman College (CUNY) – 6/1992 • BS: Nursing, Lehman College (CUNY)- 6/1990 • AAS, Nursing, Flushing Hospital of Nursing, School of Nursing (1/1987)	• Assistant Professor (tenured track, full time), Dept. of Nursing, Lehman College (2006-Present) • Administrative Nurse Manager (per-diem), Network Care Mgmt., Montefiore Med. Ctr. (2012-2013) • Admin. Nurse Manager (per-diem), Palliative Care, Montefiore Medical Ctr. (2010-2011) • Research Associate, Dept. of Diabetic Research, Albert Einstein College of	• Postdoctoral Certificate (Public health/ Epidemiology) Yeshiva University, Institute for Public Health Science, Albert Einstein College of Medicine (5/2010) • Outstanding Service Award: Sickle Cell Thalassemia Patients Network (2013) • Preceptor Award, NY University: The Steinhardt School of Education (2002)	• Dobson, C. Byrne, M.(2014) Using Guided Imagery to Manage Pain in Young Children with Sickle Cell Disease American Journal of Nursing 114 (4) 26-37 Dobson, C. (2013) Sickle Cell Disease and Thalassemia: Finding Community Venues to Manage These Conditions. The Journal of the National Black Nurses Association 24(2) 34-37 • Tsai, H., Dobson, C. Thrombotic Thrombocytopenic Purpura-caused by ADAMTS13 Deficiency. In submission phase

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		Medicine (2010-2011) • Chairperson: Nursing Research Symposium. Montefiore Med. Ctr. (2010-2011) • Asst. Director of Nursing, Nursing Administration, Montefiore Medical Ctr. (2006-2006) • Adjunct Associate Professor, Dept. of Nursing, Lehman College (2003-2006) • Administrative Nurse Manager, Dept. of Hospice, Montefiore Medical Ctr. (2002-2006)		• Newland, J., Dobson, C. (2006). Chapter: Understanding Sickle cell Disease in African American Women. African American Women's Health and Social Issues. Edited by Catherine Fisher Collins, Ed.D. • Raff, J.P., Dobson, C, Tsai, H. (2002). Transfusion of polymerized human hemoglobin in a patient with severe sickle cell anemia. The Lancet, 360(933), 464-465.
Catherine Alicia Georges	• EdD: Educational Leadership and Policy Studies (2001), University of Vermont • MA: Community Health Nursing (1973), New York University • BS: Nursing (1965), Seton Hall University	• Full Professor / Chair, Dept. of Nursing, Lehman College (CUNY) (2005-present) • Assistant Professor, , Dept. of Nursing, Lehman College (CUNY) (2001-2004) • Lecturer, Dept. of Nursing, Lehman College (CUNY) (1980-2001) • Instructor, Dept. of Nursing, Lehman College (CUNY) (1975- 1980)	*National & State Committees /Councils:* • Board of Directors, AARP (2010-2016) • Chairperson, Bronx Westchester Area Health Council (2006 - Present) • Member, Robert Wood Johnson Foundation National Advisory Committee on the New Jersey Nursing Initiative (2008-2012) • Dartmouth Leadership and Improvement Institute, (2007, 2008, 2009, 2010, 2011, 2012)	*Peer Reviewed:* • Georges, C. A. (2012) Project to expand diversity in the nursing workforce. *Nursing Management* Vol. 19 2 , pp. 22-26 • Georges, C.A. Honoring black nurses. (2010). *American Journal of Nursing*, Vol. 110,2 p 7 • Georges, C.A. (2007). Diversity in nursing: A long road ahead. Policy and Politics in Nursing and Health Care. St. Louis: Saunders /Elsevier p. 559-567 • Georges, C.A. (2005). Professional nursing organizations: Influencing policy affecting the health status of African American communities

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
				Nurse Leader Vol 3 5 • Georges, C. A. , Bolton, L, Bennett, C (2004). Test of functional health literacy in *African Americans Journal* of the National Black Nurses Association Vol. 15 1 • Georges, C. A. (2004). African American nurse leadership: pathways and opportunities. *Nursing Administration Quarterly* Vol. 28 3 pp. 170-172 • Bolton, L. Giger, J., Georges, C. A. (2004) Structural and racial barriers to health care. *Annual Review of Nursing Research.* Vol. 22, pp. 39-58 • Georges, C. A., & Bolton, L., (2003). Quality of care in African American communities and the nursing shortage. *Journal of National Black Nurses Association* Vol. 14 2 • Bolton, L. Giger, J., & Georges, C. A. (2003). Eliminating structural and racial barriers: A plausible solution to eliminating health disparities. *Journal of National Black Nurses Association* Vol. 14 1

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
Gina Marie Miranda-Díaz	• DNP: UMDNJ-School of Nursing (2009-2012) • MPH: Public Health Education (1990-1997) • MS: Community Health Education (1991-1997) • B.S. Registered Nurse, Adelphi University (1979-1983)	• Clinical Professor, Dept. of Nursing, Lehman College • Director of Allied Health Programs-Adult Education (Lehman) • Adjunct Clinical Faculty (Bloomfield College) • Adjunct Clinical Faculty(Rutgers School of Nursing) • Nursing Faculty (Ramapo State College of NJ)	• CBPN-I (Certified Breast Patient Navigator-Imaging) 2011 - current. • NYS Infection Control Educator • New Jersey State Licensed Health Officer, June 9, 2012-current • Certified Harold P. Freeman Patient Navigation Curriculum-March 2011 • Intravenous Certification-CNJNE and ANCC-2009 • NJ State-Certified Nursing Assistant Educator-NJ State Attorney General-2008 • Intravenous Certification-New York State Nurses Association-1998 • Certification in PPD Interpretation-1988 • Certified Childbirth Education Specialist (Lamaze)-1984	*Book Chapter*: Mason, D. J., & Leavitt, J.K. & Chaffee, M.W. (2014). Policy & politics in nursing and health care. St. Louis, Mo: Saunders Elsevier .Policy & Politics in Health Care. Chapter in Progress A Public Health Nurse as a Health Officer. *Journal*: Breast Patient Navigation Program Hopes to Reduce Disparities Among Hispanic/Latina Women. (2011, May) *Journal of Oncology Navigation and Survivorship, 2(3),* 21-21.
Ivreen Robinson	• PhD: Adult Education (2005) Walden University • MS: Nursing (1994), College of New Rochelle • BS: Nursing (1991), College of New Rochelle • Diploma: Family Nurse Practitioner (1984), University of the West	• Assistant Professor, Department of Nursing (2011 –Present)—Lehman College (CUNY) • Adjunct Clinical Instructor (4/2006 – 8/2010) Helen Fuld School of Nursing • Family Nurse Practitioner (8/2000 – 8/2010), Bronx-		*Peer Reviewed Abstract:* • Spirituality: The meaning as experienced by nurses enrolled in graduate nursing programs • First Annual Nursing research: Nursing Research on the Move, Montefiore Medical Center, Bronx, NY May 16, 2011 Symposium

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
	Indies, Jamaica • Diploma: Nursing (1975), Kingston School of Nursing, Jamaica	Lebanon Hospital, Bronx, NY • Private Nursing (1997-2001), Lenox Hill Hospital • Primary Care Provider (1988 – 1991), Franklin Men's Shelter • Family Nurse Practitioner (1984 – 1985), Christian Pen Health Center, Jamaica, WI • Staff nurse (1975 – 1978), Annotto Bay Hospital, Jamaica, WI		• Spirituality: The meaning as experienced by nurses enrolled in graduate nursing programs. Research Symposium Queens Black Nurses Chapter of the National Black Nurses Association, York College, April, 2007 • Obesity and Children on Psychtropic Drugs, Research Day hosted by Bronx Lebanon Medical Staff, Bronx Lebanon Hospital, Bronx, NY (2003)
Scott Saccomano	• PhD: Health Sciences (May 2003 - May 2009) Seton Hall University, Graduate School of Health and Medical Sciences • MS: Nursing Administration (February 1983), Hunter College (CUNY) • BS: Nursing (February 1980), City College of New York (CUNY) • BA: Biology (May 1977), Adelphi University	• Assistant Professor, Department of Nursing (2009 –Present)—Herbert H. Lehman College (CUNY) • Adjunct Assistant Professor, Doctoral Program in Health Professions Leadership (2011 – 2013) Seton Hall University, School of Health and Medical Sciences • Adjunct Professor (Online Instructor), Nursing (2008 – Present) Pace University • Assistant Professor (2008 – 2009): Nursing, State University of New York, New Paltz • Assistant Professor (2006	• President and Organizer of the first NY City Chapter of the American Assembly for Men In Nursing (AAMN) 2012—Present • Committee Member – Mentoring New Leaders Conference – CUNY Men in Nursing, Delta Zeta of Sigma Theta Tau & Northeast Chapter, Transcultural Nursing Society (2013). • Post-Graduate Certificate: Nursing Care of the Elderly (May 1995) New York University. • Gerontological Nurse Practitioner, American Nurses Credentialing	*Peer Reviewed Publications:* • Saccomano, S. Sleep Disorders in the Older Adult, Journal of Gerontological Nursing Accepted for publication May 30, 2013. • Ferrara, L. and Saccomano, S. Diabetes management: Strategies for patient-centered nursing care, accepted for publication, April 19, 2013, Nursing 2013. • Saccomano, S. and Ferrara, L. (2013). Infectious Mononucleosis, Clinician Reviews, 23(6):42-49. • Saccomano, S. and Pinto-Zipp, G. Integrating delegation into the curriculum, submitted for review, The Journal of Creative Nursing, accepted for publication June 2, 2013, anticipated publication date February 2014.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		– 2008): Nursing, Southern Connecticut State University • Assistant Professor (2003 – 2006): Nursing Seton Hall University	Center • Advanced Practice Registered Nurse, American Nurses Credentialing Center	• Saccomano, S. and Abbatiello, Cultural considerations at end of life, The Nurse Practitioner Journal accepted for publication, • Saccomano, S. and Ferrara, L. Management of Corneal Abrasions, accepted for publication January 1, 2013, the Nurse Practitioner Journal. • Saccomano, S. and Ferrara, L. (2012) Evaluation of the acute abdomen, The Nurse Practitioner Journal, Accepted for publication May 17, 2012 • Ferrara, L and Saccomano, S. (2012). Crohn's disease recognition is key, *The Nurse Practitioner Journal*, 37(12); 23 - 28. • Saccomano, S (2012). Dizziness, vertigo and presyncope: What's the difference, *The Nurse Practitioner Journal*, 37(12); 46 – 52 • Saccomano, S. (2012) Ischemic stroke: the first 24 hours *The Nurse Practitioner Journal,* 36(10); 12 - 19 • Saccomano, S. and DeLuca, D. (2012). Living with chronic kidney disease: related issues and treatment, *The Nurse Practitioner Journal.* 37(8); 32 – 38. • Saccomano, S. and Pinto–Zipp, G.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
				(2011). Registered nurse leadership style and confidence in delegation, *Journal of Nursing Management,* 19(4), 522-533
Linda Scheetz	• EdD: Columbia University-Teachers College • MA: New York University • BSN: Trenton State College	• Associate Professor, Department of Nursing (2012-present)—Lehman College, CUNY • Chairperson, Department of Nursing, SUNY College of New Paltz • Associate Professor, Department of Nursing, SUNY College of New Paltz	• Current active RN licensure in New York and New Jersey • Certified Emergency Nurse, Emergency Nurses Association, 1991-2005 • Advanced Practice Registered Nurse, Board Certified (Medical-Surgical Nursing), American Nurses • Credentialing Center, 2000-2005 • Clinical Specialist, Medical-Surgical Nursing, American Nurses Credentialing Center, 1991-1999	
Mary Tesoro	• DNS: CUNY Graduate Center (5/2011) • MS: Nursing, Lehman College, CUNY (6/1999) • BA: Biology, Lehman College, CUNY (6/1981) • AAS: Nursing, Queensborough Community College, CUNY (6/1976)	• Assistant Professor, Department of Nursing (1999-present)—Lehman College • Assistant Director of Nursing: Evidence Based Practice and Nursing Quality: per diem (2008-present)—Montefiore Medical Center • Team leader for development of CUNY on the Concourse Human Patient Simulator	• Nursing Expert Consultant for multiple legal firms (2002-present) • Developed Certified Nursing Assistant Program (1999 - 2001), Hostos Community College (CUNY)	*Peer Reviewed Journals:* • Tesoro, M.G. (2012). Effects of using the Developing Nurses' Thinking model on nursing students' diagnostic accuracy. Journal of Nursing Education, 51(8), 346-443. • Sen, M. & Tesoro, M. (2007). A Mock Trial Approach to Nursing Competency. Journal for Nurses in Staff Development, 23(6), 289-292. *Book Chapter:*

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		Consortium (2009-2010) • Staff Development Specialist-per deim: Med/Surg & Oncology—Nursing Education (1999-2008)—Our Lady of Mercy Health Care System		• McCaffery-Tesoro, M. (2009). Man with renal calculi and stent placement. In Lunney, M. Critical Thinking to Achieve Positive Health Outcomes: Nursing Case Studies and Analysis. Ames, Iowa: Wiley-Blackwell. *Video:* • Lunney, M. & Tesoro, M.G. (2011). Patient Safety and Accuracy of Nursing Diagnosis. Staten Island: College of Staten Island, N.Y. Donated to NANDA International for distribution, see www.NANDA.org.
Martha Whetsell	• PhD: Educational Psychology (1985); University of South Carolina • MS: Pediatric Nursing, Nursing Education and Health Nursing (1976); USC School of Nursing • BSN: Nursing (1975); USC School of Nursing	• Associate Professor (2007-Present)—CUNY Graduate Center • Associate Professor (2007-Present)—Lehman College • Adjunct Associate Professor (2006-2007)—Lehman College • Visiting Scholar (2009-Present)—Connell School of Nursing • Adjunct Distinguish Professor (2004-Present) Doctoral Program—Universidad de Alicante España • Associate Professor (2001-2005)—Planning Committee for	• Supervised and chaired more than 60 masters' thesis and doctoral dissertations in the United States, Spain, Mexico and Panama • 2008 to Present Supervising, 12 Doctoral Dissertations and Sponsoring 6 dissertations at the CUNY Graduate Center Doctoral Science Nursing Program. Program Started Fall 2008 • Nominated to the Institutional Review Board of CUNY (Lehman) Research Committee (2008- Present)	*Book:* Butts.J., Rich, K (editors) 2010. Philosophies and Theories for Advanced Nursing Practice, Barlett and Jones. Chapter, 11 "Models and Theories focused on a systems approach". *Journal Articles (Refereed):* • Whetsell, M. "Overcoming barriers and facing challenges. Book review, 2012. • Whetsell , M. V, Cabora.l M (2012). Effects of Hands-On Containment on the Frequency of Apnea Episodes on the Premature Infants with Respiratory Distress Syndrome. Enfoque Revista Científica de Enfermería. Vol. VII. No 2 Panamá, Rep. de Panamá.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
		Development & Implementation of 1st PhD nursing program in Latin America Universidad Autonoma de Nuevo León College of Nursing • Chair Person (1994-1997) Dept. of Family and Community Health Nursing College of Health Sciences—Florida International, University • Assistant Professor/ Director, Pediatric Division and Pediatric Nurse Practitioner Program (1991-1994)— Lehman College	• Member of the Students Affairs Committee Lehman, Department of Nursing (2006- Present) • Nominated ambassador to Evaluation Committee Lehman College (2009- Present)	2012. In Print • Caboral, M, Whetsell, M.V. (2012) Review of the Diagnosis and Treatment of Diastolic Heart Failure, . Enfoque Revista Científica de Enfermería. Vol. VII. No 2 Panamá, Rep. de Panamá. D 2012. In Print. • Caboral. M, Whetsell, M. V. Hope in Older Adults with Heart Failure: A Concept Analysis (2012) Investigación y Educación en Enfermería. Colombia, SA. • Alarcon, S. Whetsell, M. et al. Experiencias vividas de Madres que tienen un hijo con Labio Leporino y Paladar Hendido . Desarrollo Cientifico de enfermería . 19, N 5 Junio 2011 • Roy, C., Whetsell, M., Frederickson. K. (2009) The Roy Adaptation Model and Research. Global Perspective. Nursing Science Quarterly, Vol. 22 pp 209-211 • Whetsell, M., (2009) Conceptual clarification of the Development of Courage" as a Central Concept for Adaptation in the Latin Culture. Enfoque Revista Científica de Enfermería. Vol. VI. No 1 Panamá, Rep. de Panamá. December. 2010. PP. 33-40. • Whetsell, M. Roy, Callista.

Faculty Member	Earned Degree & Discipline; College or University	Relevant Occupational Experience	Relevant Other Experience (such as certification/ licensure)	Recent Scholarly Contributions
				Frederickson, K, Cadena F. (2009) Concept Development of Courage: A study of Elderly Mexicans ,Nursing Science Quarterly, (In print) • Whetsell M. Frederickson K. Lauchner K. (2009). Towards Courage Adaptation Model: A Middle Range Theory. Nursing Science Quarterly. (In print) • Aguilera P. Whetsell, M. Creencias Maternas en las prácticas de alimentación del niño de 0 a 12 meses, Biblioteca de las Casas (2009) Alicante, España (2009)

Appendix F: Faculty to be Hired

Lehman College (CUNY)

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
Assistant/Associate Professor	1	Doctorate in Nursing	FT	60%	• Evidence Based Practice I: Methods • Practicum I • Practicum II & Capstone • Practicum III & Capstone	Spring 2016
Assistant/Associate Professor (DNP)	1	Doctorate in Nursing	FT	60%	• Evidence Based Practice II: Implementation and Evaluation • Practicum I • Practicum II & Capstone • Practicum III & Capstone	Spring 2018

Appendix G: Budget Tables

(a) New Resources Table

Expenditures	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020
Full Time Faculty*	109,458	109,458	222,981	227,054	234,228
Part Time Faculty	0	0	0	0	0
Full Time Staff	0	0	0	0	0
Part Time Staff**	44,513	44,513	46,275	46,275	48,151
Library (Includes Staffing)	0	0	0	0	0
Equipment	0	0	0	0	0
Laboratories	0	0	0	0	0
Supplies & Expenses (OTPS)	10,500	10,500	7,200	7,530	11,493
Capital Expenditures	0	0	0	0	0
Other	0	0	0	0	0
Total all	**164,471**	**164,471**	**276,456**	**280,859**	**293,872**

*2 full-time faculty members (one hired in the first year, and another in the third year); salary includes 33% fringe benefits.

**1 part-time staff (RN/Lab Assistant) working 20hrs/wk; total amount includes 10% fringe benefits

The salaries for faculty were estimated based on the AAUP Faculty Salary Survey of the Chronicle of Higher Education, April 2014.

(b) Projected Revenue Table

Revenues	1st Year	2nd Year	3rd Year	4th Year	5th Year
Tuition Revenue					
01. From Existing Sources	0	0	0	0	0
02. From New Sources	242,200	457,024	466,163	475,487	484,996
03. Total	**242,200**	**457,024**	**466,163**	**475,487**	**484,996**
State Revenue					
04. From Existing Sources	0	0	0	0	0
05. From New Sources	0	0	0	0	0
06. Total	**0**	**0**	**0**	**0**	**0**
Other Revenue					
07. From Existing Sources	0	0	0	0	0
08. From New Sources	4,000	7,400	7,400	7,400	7,400
09. Total	**4,000**	**7,400**	**7,400**	**7,400**	**7,400**
Grand Total					
10. From Existing Sources	0	0	0	0	0
11. From New Sources	246,200	464,424	473,563	482,887	492,396
TOTAL	**246,200**	**464,424**	**473,563**	**482,887**	**492,396**

(c) The Five-Year Revenue Projections for DNP Program					
SENIOR COLLEGE WORKSHEET					
	Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**
Tuition & Fees:					
Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.					
Number of Majors (Enter # of EXISTING <u>FULL TIME In State Students</u>)					
Tuition Income **($6,055 per semester)** calculates 2% increase per year	$12,110	$12,352	$12,599	$12,851	$13,108
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Instate Tuition & Fees	$0	$0	$0	$0	$0
Tuition & Fees:					
Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)					
Tuition Income (Specify Rate **per credit**) calculates 2% increase per year	$820	$836	$853	$870	$887
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	$0	$0	$0	$0	$0
TOTAL EXISTING FULL TIME TUITION REVENUE	**$0**	**$0**	**$0**	**$0**	**$0**
	Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**
Tuition & Fees:					
Number of Majors (Enter # of EXISTING PART-TIME In State Students)					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15					
Tuition Income (Specify Rate **per credit**) calculates 2% increase per year	$510	$520	$530	$541	$552
Total Tuition	$0	$0	$0	$0	$0

	Year One	Year Two	Year Three	Year Four	Year Five
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Instate Tuition & Fees	$0	$0	$0	$0	$0
Tuition & Fees:					
Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15					
Tuition Income (Specify Rate **per credit**) calculates 2% increase per year	$820	$836	$853	$870	$887
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	$0	$0	$0	$0	$0
TOTAL EXISTING PART TIME REVENUE	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)	**$0**	**$0**	**$0**	**$0**	**$0**
	Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**
Tuition & Fees:					
New Students *are students who would NOT have enrolled in another program at your college, had the new program not been established.*					
Number of Majors (Enter # of NEW FULL TIME In State Students)—*see Table 1 (p.7) for attrition #s*	20	37	37	37	37
Tuition Income (*(**$6,055 per semester**)*) calculates 2% increase per year	$12,110	$12,352	$12,599	$12,851	$13,108
Total Tuition	$242,200	$457,024	$466,163	$475,487	$484,996
Student Fees (enter ANNUAL program fees other than standard CUNY fees)	$200	$200	$200	$200	$200
Total Fees	$4,000	$7,400	$7,400	$7,400	$7,400
Total Instate Tuition & Fees	$246,200	$464,424	$473,563	$482,887	$492,396
Tuition & Fees:					
Number of Majors (Enter # of NEW FULL TIME Out of State Students)					
Tuition Income (Specify Rate **per credit**) calculates 2% increase per year	$820	$836	$853	$870	$887

	Year One	Year Two	Year Three	Year Four	Year Five
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	$0	$0	$0	$0	$0
TOTAL NEW FULL TIME TUITION REVENUE	**$246,200**	**$464,424**	**$473,563**	**$482,887**	**$492,396**
	Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME In State Students)					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$510	$520	$530	$541	$552
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Instate Tuition & Fees	$0	$0	$0	$0	$0
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME Out of State Students)					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	$820	$836	$853	$870	$887
Total Tuition	$0	$0	$0	$0	$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	$0	$0	$0	$0	$0
TOTAL NEW PART TIME REVENUE	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)	**$0**	**$0**	**$0**	**$0**	**$0**

	Year One	Year Two	Year Three	Year Four	Year Five
State Revenue from EXISTING sources-identify sources	0	0	0	0	0
STATE BUDGET APPROPRIATIONS FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9	$0	$0	$0	$0	$0
State Revenue from NEW sources-identify sources	0	0	0	0	0
STATE BUDGET APPROPRIATIONS FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11	$0	$0	$0	$0	$0
FOR YEARS 2-5 INCLUDE CONTINUING RESOURCES FROM PREVIOUS YEARS					
	Year One	Year Two	Year Three	Year Four	Year Five
Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)		0	0	0	0
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)		0	0	0	0

(d) The Five-Year Financial Projections for Program

	Year 1	Year 2	Year 3	Year 4	Year 5
Direct Operating Expenses (Include additional expenses incurred by other programs when satisfying needs of new program):					
Current Full Time Faculty Replacement Costs (list separately)					
Current Full Time Faculty Overload (include summer)					
New Full Time Faculty Base Salary (list separately)	82,299	82,299	167,655	170,717	176,112
New Full Time Faculty Overload (include summer)					
New Faculty Re-assigned Time (list separately)					
Full Time Employee Fringe Benefits (33.0%)	27,159	27,159	55,326	56,337	58,116
Total (Links to Full-Time Faculty on New Resources Worksheet)	**109,458**	**109,458**	**222,981**	**227,054**	**234,228**
Part Time Faculty Actual Salaries	0	0	0	0	0
Part Time Faculty Actual Fringe Benefits (10%)	0	0	0	0	0
Total (Links to Part-Time Faculty Program Exp. Worksheet)	**0**	**0**	**0**	**0**	**0**
Full Time Staff Base Salary (list separately)					
Full Time Staff Fringe Benefits (33%)	0	0	0	0	0
Total (Links to Full-Time Staff on Program Exp. Worksheet)	**0**	**0**	**0**	**0**	**0**
(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)					
Part Time Staff Base Salary (list separately)					
RN/Lab Assistant (20 hrs./wk.)	40,466	40,466	42,068	42,068	43,774
Part Time Employee Fringe Benefits (10.0%)	4,047	4,047	4,207	4,207	4,377
Total (Links to Part-Time Staff on New Resources Worksheet)	**44,513**	**44,513**	**46,275**	**46,275**	**48,151**
LIBRARY					
Library Resources					
Library Staff Full Time (list separately)					
Full Time Staff Fringe Benefits (33%)	0	0	0	0	0
Library Staff Part Time (list separately)					
Part Time Employee Fringe Benefits (10.0%)	0	0	0	0	0
TOTAL (Links to Library on New Resources Worksheet)	**0**	**0**	**0**	**0**	**0**

	Year 1	Year 2	Year 3	Year 4	Year 5
EQUIPMENT					
Computer Hardware					
Office Furniture					
Other (Specify)					
Total (Links to Equipment on New Resources Worksheet)	**0**	**0**	**0**	**0**	**0**
LABORATORIES					
Laboratory Equipment					
Other (list separately)					
TOTAL (Links to Laboratories on New Resources Worksheet)	**0**	**0**	**0**	**0**	**0**
SUPPLIES AND EXPENSES (OTPS)					
Consultants and Honoraria					
Office Supplies					
Simulation Lab Supplies	3,000	3,000	3,300	3,630	3,993
Faculty Development	0	0	0	0	0
Conferences/ Guest Speakers	3,000	3,000	3,000	3,000	3,000
Membership Fees					
Licenses	900	900	900	900	900
Computer Lab Software / Materials	3,600	3,600	--	--	3,600
Computer License Fees					
Computer Repair and Maintenance					
Equipment Repair and Maintenance					
New Total Supplies and OTPS Expenses (Links to Supplies on New Resources Worksheet	**10,500**	**10,500**	**7,200**	**7,530**	**11,493**
CAPITAL EXPENDITURES					
Facility Renovations					
Classroom Equipment	0	0	0	0	0
Other (list separately)					
TOTAL (Links to Capital Expenditures on Prog. Exp. Worksheet)	**0**	**0**	**0**	**0**	**0**
Other (list separately)					
TOTAL (Links to Other on Program Exp. Worksheet)	**0**	**0**	**0**	**0**	**0**

Appendix H

Cost of laboratory space (wet and dry lab) Consultant for research center

LEHMAN COLLEGE NURSING FACILITY
Davis Hall/ Davis Hall Addition (Davis Parking Lot

Program	Quantity	Program Unit	Actual Subtotal	
Class Labs/Training		5,900		
Medical Simulation Suite				
Intensive Care Unit	1		320	
Meti Simulation Lab	1		480	
Recovery Room	1		745	
Simulation Suite Center	1		280	
Control Room	1		100	
Maternal/child simulation Suite				
Neonatal Training Lab	1		500	
Pediatrics Training Lab	1		1400	
Birthing Training Lab	1		225	
Medical/Surgical Training Lab	1		1500	
Visiting Nurse Lab	1		350	
Teaching Support		1,840		
Storage	1		120	
Medi/Surge Storage	1		400	
Student Lockers	1		275	
Lab Tech Room	2	130		each
Server Equipment	1		150	
Lab Equipment Storage (Sub-Basement)		615		
Academic		3.400		
Computer Lab	1		1300	
Classroom (30)	1		900	
Classroom (30)	1		1200	
Department Office		5,225		
Chair	1		200	
Professor	4	130		each
Associate Professor	5	130		each
Assistant Professor	6	130		each
Lecturer	7	130		each
Adjuncts	18	40		each
Program Coordinator	1		130	
Senior Lab Tech	1		130	
Assistants	3	80		each
Workroom	1		150	
Conference Room	1		500	
Storage	1		200	
Waiting Area		95		

Program	Quantity	Program Unit	Actual Subtotal	
Research		**1,335**		
Faculty Research Lab	1		315	
Workroom	1		130	
Workroom	1		70	
Consultation Room	3	50		each
Graduate Research Assistants	8	40		each
Research Suite	1		370	
(includes Patient Receiving, &				
Records				
Student/Faculty Services		**700**		
Student Workroom (lounge)	1		450	
Faculty Workroom (break/lounge)	1		250	
Miscellaneous		**1,800**		
Campus Services	1		900	
Support		900		
Grand Total		**20,220**		
Gross Square Feet		**35,500**		