

LEHMAN COLLEGE/CUNY

**PROPOSAL TO ESTABLISH A
FAMILY NURSE PRACTITIONER PROGRAM
LEADING TO
THE MASTER OF SCIENCE--FAMILY NURSE PRACTITIONER
AND**

POST MASTER CERTIFICATE_FAMILY NURSE PRACTITIONER

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TABLE OF CONTENTS

<u>Section</u>	<u>Page Number</u>
I. Purposes and Goals	3
A. Educational Goals	3
B. Rational.....	4
II. Need and Justification	5
A. Student Needs	5
B. State and Community Needs.....	5
C. College / University's Needs.....	7
D. Offerings at other Local Colleges	8
III. Student Interest/Enrollment	9
A. Enrollment.....	9
B. Source of Students.....	11
C. Standards for Admission and Retention	11
D. Support Services	12
IV. Curriculum	12
A. Goals and Coherence.....	12
B. Credit Requirements.....	16
C. Sample Program.....	21
D. Prerequisites for Admission.....	24
V. Cost Assessment	24
A. Faculty	24
B. Facilities and Equipment	28
C. Library and Instructional Materials	29
D. Budget table... ..	31
VI. Evaluation.....	32
A. Internal Evaluation	32
B. External Evaluation	33
<u>References</u>	34
<u>Appendices</u>	
A. Survey Instrument and Results	35
B. Letters of Support	36
C. Course Descriptions and Syllabi	40
D. Faculty Curriculum Vitae	46
E. Clinical Affiliation List	52
F. Projected Expenditures	54
G. Projected Revenue.....	55
 <u>Tables</u>	
Table 1 <u>Advanced Practice Nursing Programs: CUNY, SUNY and HHC</u>	9
Table 2 Projected Enrollment for Family Nurse Practitioner Degree Program	9
Table 3 Projected Enrollment for Family Nurse Practitioner Certificate Program	10
Table 4 Current Masters of Science Nursing Programs	15
Table 5 Curriculum Plan for MS/FNP Program	18
Table 6 Curriculum Plan for Post Masters Certificate FNP Program	19

Abstract

This proposal describes a family nurse practitioner program to be offered by the Department of Nursing. The graduate of the 45 credit program will be awarded a master of science degree as a Family Nurse Practitioner and be eligible for certification by New York State as a nurse practitioner and eligible to sit for the certification exam for family nurse practitioners given by the American Nurses Association Credentialing Center and the Academy of Nurse Practitioners..The graduate of the 30 credit post masters certificate program will also be eligible for certification by New York State, as a nurse practitioner and be eligible to take the certifying exam given by the American Nurses Credentialing Center for Family Nurse Practitioners and the Academy of Nurse Practitioners. In order to practice as a family nurse practitioner, nurses are required to hold a masters degree in nursing as a family nurse practitioner or if they hold a masters degree in nursing ,which is not from a nurse practitioner program, they must earn a certificate as a family nurse practitioner. It is anticipated that the masters and post masters certificate programs will begin the earliest in Spring 2010 or Fall 2010.

I. Purposes and Goals

The purpose of this program is to prepare family nurse practitioners (FNPs) through a program of study leading to the Master of Science as a Family Nurse Practitioner and to prepare nurses with a masters degree in Nursing as FNPs) through a certificate program.

A. Statement of Educational Goals

The goals of the program are:

1. To prepare family nurse practitioners who will provide culturally competent health care for New York City's children, adults and older adults.
2. To recruit and graduate family nurse practitioners from the community, who have knowledge of health care needs of the underserved and who will work in medically underserved communities in New York.
3. To educate family nurse practitioners who are prepared to meet the challenges emerging in a changing health care system.
4. To prepare family nurse practitioners through two routes: a master of science degree for nurses entering with a baccalaureate degree and a certificate for nurses who have already earned a masters degree in nursing.

B. Rationale

The need for nurse practitioners has continued to grow in the last several years, and this need is expected to increase as the nation continues to try to meet the multiple health care needs facing communities.

There are good reasons for employer interest in nurse practitioners. Family nurse practitioner (FNP) practice focuses on assessing, diagnosing, and managing the health and illness conditions of all members of the family across the life span (Plager and Conger 2003). Nurse practitioners have a legally defined, expanded scope of practice that makes them economically competitive with physicians in the fields of primary care practice. Evidence shows that Nurse Practitioners can increase the number of patients seen in a practice while controlling costs (Lenz et al. 2004; Flanagan, 1998). Their focus of care is the family unit and the individuals belonging to the family, however the family chooses to define itself. This makes nurse practitioners ideal providers of generalized primary care for large populations of patients. As a result, nurses are currently seeking advanced practice degrees or certificates from programs that prepare them to be nurse practitioners. In addition, the requirements of the nursing profession stipulate that preparation of the nurse practitioner be on the graduate level.

It is expected that nurse practitioners will be front line providers for primary care as well as specialty care depending on their training and specializations (Fellows of AANP, 2002). They will be providers of health care to underserved populations who have poor access to health care as well as to others who are insured by their employers. Continuity of care, customization of care based on patient needs and values, anticipatory guidance, patient control of health care, cost-effectiveness, cooperation among clinicians, evidence based decision making, and sharing knowledge and information characterize the goals of nurse practitioner practice (Institute of Medicine 2001).

Family nurse practitioner (FNP) programs are in particular demand because these nurse practitioners are the most cost effective. Compared with physician providers, non physician providers have a substantially greater portion of Medicaid, uninsured and minority patients (Gumbach et al. 2003). Their training prepares them to provide care to people throughout the life cycle. It is anticipated that the need for FNP's will continue to grow as the nation moves forward to meet the health care needs of all of its citizens. The need for FNP graduate education is expected to expand along with this anticipated increased demand.

The program has strong faculty as well as community and state support. The faculty has
Lehman College -4

explored the development of the family nurse practitioner program for a number of years. With the increasing morbidity and mortality rates and health disparities in the Bronx, it has become apparent that there is a need in the Bronx for nurses prepared at the graduate level to deliver primary care to individuals and families in the Bronx. A pediatric nurse practitioner (PNP) program was approved and initiated in 1995. It has continued with a full complement of students since then and has had **43** graduates.

II. Need and Justification

A. Student Needs

The need for nurse practitioners in the United States has increased dramatically in the last 10 years. Demand is expected to intensify as more nurse practitioners are needed for acute care settings. Recognizing this need, nurses are seeking graduate education that will prepare them to fulfill the demands for an expanding job market. As our national leaders prepare to develop a comprehensive health care plan for the United States, the need for nurse practitioners who are available to deliver primary health care services is expected to be a critical component of the plan.

Nurses are attracted to graduate nursing programs at Lehman due to the College's access to the extensive health care facilities of the Bronx, Lehman's flexible scheduling of classes, low tuition, diverse student body and scholarly faculty. Lehman graduate nursing programs provide students with a strong clinically based research approach to improving patient care. In this current climate of health professions education students will need educational experiences that foster an interdisciplinary team approach to providing health care services.

B. State and Local Community Needs

The proposed FNP program is designed to meet state and local community needs for improved primary care for culturally diverse urban populations. Healthy People 2010 includes in the leading health indicators: obesity, tobacco use, substance abuse, responsible sexual behavior, mental health, environmental quality and immunization. The populations of the Bronx exhibit many health problems that leave them far from meeting the goals of Healthy People 2010. These populations reflect the health problems endemic in underserved, minority communities. For example, data from a report by the City Health Commissioner in 2006 indicate that individuals in the Bronx have more chronic health conditions than those in the rest of New York City.

Figure 1

Health Problems of the Bronx, New York City and New York State as a whole; a comparison

Healthy People 2010 Indicators	Bronx Findings*	New York City*	New York State#
Overweight	62%	53%	57%
Obesity	30.6%	22.1%	21%
Diabetes	12.4%	9.1%	6.6%
Tobacco use	25.3%	23.3%	18.2%
Mental Health Hospital admissions related to mental disorders / 10,000 pop.	69.4	66.5	45
Responsible Sexual Behavior HIV/AIDS New Cases Per 1,000 population	1.3	0.8	0.59
Environmental Quality Asthma Hospitalizations per 1,000 children under age 15	9.2	6.1	8.4

*Adapted from T. Frieden (2006) and J.Raufman , SM Farley,C. Olson, B. Kerker (2007)

NY State Department of Health (2007)

The incidence of both obesity and overweight in the Bronx population is the highest by far of all the five boroughs of New York City and overweight occurs more frequently than in any other borough. Consequently the percent of Bronx residents diagnosed with diabetes is also the highest for the city and higher than the rate in the state. The rate of new HIV diagnoses in the Bronx is much higher than that in the rest of New York City and New York State. Hospitalizations relating to mental disorders is slightly more than New York City as a whole; however, in four areas of the Bronx the rate per 10,000 is 87.5 and above (Frieden, 2006; NYS DOH, 2006).

The proposed FNP program's curriculum will include content related to health maintenance and health promotion with special attention to problems of urban epidemics, including asthma, diabetes, HIV/AIDS, resurgent tuberculosis, high infant mortality, substance abuse, and violence.

Of special significance is the program's unique clinical and classroom focus on cultural

sensitivity, cultural competence, cultural humility and family dynamics. The faculty will define urban health through the lens of culture and family; therefore, the graduates of this FNP program will be prepared to enter and serve in culturally diverse, medically underserved, urban communities. In addition, the urban need for preparing members of underserved communities as family nurse practitioners will be addressed through recruitment efforts in underrepresented areas. Data indicate that nurse practitioner practice as part of a well designed process in an acute care institution, can improve outcomes and costs in certain areas are reduced (Larkin, 2003).

In 2004 and again in 2008 the Lehman nursing faculty conducted on-site interviews and a telephone survey of major clinical affiliates of the Department of Nursing's graduate program, including Montefiore Medical Center, Bronx Lebanon, Mt Vernon Health Center, North Central Bronx Hospital, Lincoln and Jacobi Hospitals. The response was overwhelming in terms of anticipated needs for family nurse practitioners. Nurse practitioners are increasingly finding roles in acute care hospitals to care for special populations, be case managers, and implement complex care and discharge planning.

Family nurse practitioners deliver health care in New York State at an increasing rate. Generally, communities find that nurse practitioners are particularly effective in meeting the needs of vulnerable populations. One of our major affiliated institutions, Bronx Municipal Hospital, approached the College with requests that we establish an FNP Program for their employees. Their need was so great that when we were not ready to institute the program according to their timetable and they contracted with Pace University at a less convenient location.

College Needs

The goals of the proposed program support the goals of The City University of New York as a leading urban university with a mission to educate the people of New York and improve the lives of the City residents. It is also in keeping with the mission and goals of Lehman College and the Department of Nursing to meet the health care needs of people in the Bronx. The Department of Nursing has been very concerned with health disparities. Our graduate and undergraduate students are routinely placed in settings where they care for underserved populations. The Department of Nursing has a tradition of providing nurses, particularly members of diverse ethnic and racial groups and recent immigrants, with quality graduate nursing programs. As nurses in advanced practice, graduates of these programs assume

leadership positions in the health care system of the City. The proposed program will continue The City University of New York's tradition of educating New York City's professional nurses for advanced practice roles. Furthermore the proposed program will extend the visionary role of Lehman and the mission of the University in that it will fill a need for a family nurse practitioner program within the City University system. Currently no graduate program exists at The City University of New York to prepare family nurse practitioners(FNPs).

The proposal offers two options: the Masters of Science Degree (MS/FNP) for nurses who have completed a baccalaureate degree in nursing and are seeking a masters degree for preparation as an FNP; and a certificate program for nurses who already hold a masters degree in nursing and who seek to qualify as FNPs.

D. Offerings at Other Colleges

There are a number of nursing programs in the area that offer the FNP including: Pace, Columbia, New York University, the College of Mt. St. Vincent and the College of New Rochelle. These are private institutions and are financially unattractive or unavailable to many students in the community where we seek to recruit. The target population is prospective graduate students in the Bronx and New York City Metropolitan Area who live, practice and will continue to practice in the urban setting. See Table I for existing advanced practice (graduate) nursing programs within CUNY and SUNY .

Table I: Advanced Practice Nursing Programs-CUNY and SUNY

Clinical Specialist	Geriatric (Nursing of Older Adults) Adult Health Parent-Child Health	Hunter, Lehman Hunter, Lehman, CSI Hunter, Lehman
Nurse Practitioner	Family NP Geriatric NP Adult NP Pediatric NP Woman's Health NP	*HSC Brooklyn Hunter, Staten Island Hunter, Staten Island Hunter, Lehman *HSC Brooklyn
Nurse Anesthesiology		*HSC Brooklyn
Nurse Midwifery (Certificate Programs)		*HSC Brooklyn

*(SUNY Health Science Campus)

III. Student Interest/Enrollment

A. Enrollment

The MS/FNP program, will admit 10 full time and 4 part time students each year. In addition, approximately 2 part-time and 5 full-time students will be enrolled in the certificate program. (See Tables 2 and 3).

Table 2. Projected enrollment for Family Nurse Practitioner M. S. Degree Program in Full-time, Part-time and Full-time equivalents for 2010-2015

	Full-Time		Part-Time		FTE ¹	Total Enrolled	Graduates	Continuing Students
	New	Con	New	Con				
2010-2011	10	0	4	0	12	14	0	14
2011-2012	10	9	4	4	24	27	9	17
2012-2013	10	9	4	8	26	31	13	17
2013-2014	10	9	4	8	26	31	13	17
2014-2015	10	9	4	8	26	31	13	17

¹Full-time equivalent (FTE) equals 12 credits. A full-time student equals one FTE.

In projecting FTE's for the future years, we use a 2:1 formula for part-time students, i.e., 2 part-time students = 1 FTE. These enrollments assume an attrition rate of 10%

Table 3. Projected enrollment for Family Nurse Practitioner Post-masters Certificate Program in Full-time, Part-time and Full-time equivalents for 2010 - 2015

	Full-Time		Part-Time		FTE ¹	Total Enrolled	Graduates	Continuing Students
	New	Con	New	Con				
2010-2011	5	0	2	0	6	7	0	7
2011-2012	5	4	2	2	12	13	5	8
2012-2013	5	4	2	4	13	15	6	8
2013-2014	5	5	2	4	13	15	6	8
2014-2015	5	5	2	4	13	15	6	8

¹Full-time equivalent (FTE) equals 12 credits. A full-time student equals one FTE. In Projecting FTE's for the future years, we use a 2:1 formula for part-time students, i.e., 2 part-time students = 1 FTE

The enrollment projections reflect the ability of the Department of Nursing to accommodate students within the proposed available resources. Enrollment may increase as more resources become available.

The increase in the number of inquiries regarding the FNP program and admissions to the M.S. program in Adult Health Nursing reflect the intense focus on primary care and the predictions for increased employment opportunities for nurse practitioners in general. Graduates of the M.S. program in Adult Health Nursing are qualified to assume roles as educators in staff development or Associate Degree nursing programs, as clinical specialists and/or case managers in hospitals or community clinics or nursing administrators. The FNP program will bring about an increase in enrollment of qualified applicants who are interested in primary care, thus enlarging total enrollment of the nursing graduate program. The potential student population is large, considering the density of nurses in the tri-state area. The reputation of the program and faculty, the already established Pediatric Nurse Practitioner Program, and the department's history of delivering quality education at an affordable price make the program desirable for numbers of students. In spite of the high student demand for the program, enrollment will be limited. The number will be increased as more faculty and preceptored clinical placements become available. However the faculty intends to develop and maintain a program of high quality that will not strain the resources of the nursing program.

B. Source of Students

Lehman's students in the Department of Nursing 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 and are employed full-time, they have roots in the area and have a sustained history of remaining in the community and working after graduation. This is precisely the kind of Lehman student who will be the ideal nursing professional 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.

Students will be recruited from CUNY and metropolitan area baccalaureate programs, local health care institutions, and community agencies. Recruitment will emphasize will be agencies in areas declared medically underserved and in need of primary health care providers. Lehman's Department of Nursing has an active recruitment program through close faculty ties with the directors of nursing and of agencies providing health care in the Bronx.

Admitted students will include those seeking the masters degree and those seeking the post masters certificate. In the first year of the new program, students who are already enrolled in the M.S. program in adult health nursing who have expressed interest in the family nurse practitioner program on admission will be considered for the FNP, along with other students from the community who will be recruited program.

C. Standards for Admission and Retention

To be admitted to the MS/FNP program, the applicant must meet the following admission requirements:

1. Possess a baccalaureate degree in nursing from an accredited nursing program (CCNE, NLNAC)
2. Be licensed to practice nursing in New York State
3. Have a 3.0 undergraduate grade point average
4. Successfully complete an interview with a member of the graduate faculty
5. Have practiced at least two years as a Registered Professional Nurse
6. Submit a one page essay outlining career objectives related to the Master of Science degree in Family Nurse Practitioner
7. Provide references from two professionals who can attest to the applicant's scholastic and professional performance.
8. Successfully complete the Department of Nursing English Proficiency Exam
9. Completion of a graduate level course in biostatistics/statistics with a B- or better

To be admitted to the FNP post masters certificate program, the applicant must meet the

following admission requirements:

1. Possess a master's degree in nursing from an accredited nursing program (CCNE, NLNAC)
2. Be licensed to practice nursing in New York State
3. Have a 3.0 graduate grade point average
4. Have practiced at least 2 years as a Registered Professional Nurse.
5. Successfully complete an interview with a member of the graduate faculty
6. Successfully complete a graduate level course in biostatistics/statistics with B-or higher

Requirements for retention in the FNP program are the same as Lehman's other MS programs in Nursing which are consistent with those of the College.

D. Support Services

The Department of Nursing has available support services established to promote retention rates of graduate students. There will also be special orientation and other activities specifically designed for the FNP students. The FNP program will have a coordinator who will monitor the progress and provide academic counseling for prospective and enrolled students.

Classes are arranged so students can complete full time study at Lehman College by attending classes and clinical practice two full days each week of the fall and spring semesters for 1 1/2 to 2 years. Some of the core classes will also be offered online. Flexibility in class scheduling has long been a characteristic of Lehman's graduate nursing program to enable students, many of whom work full time and have family responsibilities, to be able to complete their Master's degree. In general, classes have been arranged so most graduate nursing students can take six to nine credits one day a week each semester.

Federal Nurse Traineeships for graduate students provide funds for tuition with monthly stipends for books and other educational expenses. The Graduate Nursing Programs at Lehman College have received Federal Nurse Traineeships yearly to provide tuition and stipend assistance for students in need. In addition, most health care agencies provide some tuition reimbursement and encourage their registered nurse employees to pursue advanced nursing education.

IV. Curriculum

A. Goals and Coherence

The four goals described in the first section of this proposal are the goals for the curriculum. The first goal speaks to the preparation of FNPs who will provide culturally competent health care. This goal reflects the established goal of the other graduate nursing programs at Lehman College. All course content in the graduate nursing programs address the

health care needs of the multicultural, multiethnic population of the Bronx, New York City, and the surrounding communities. The FNP program will expand this focus to include the cultural and ethnic aspects of primary care for all family members. This goal is further achieved by recruiting, retaining, and graduating a student population that reflects the cultural diversity of the metropolitan area, and by placing students in field work sites that provide care for the broad spectrum of our urban population.

The second goal of the FNP program is to recruit and graduate family nurse practitioners who will practice in medically underserved areas in New York City. Therefore, in order to achieve this goal, recruitment of students is directed at experienced nurses who already work in underserved areas, and to development of field placement in underserved areas.

Lehman College already has a track record for doing this in the pediatric nurse practitioner program which was supported by, recruits from, and uses field work placements in city hospitals, Community Health Centers, and outpatient clinics. The Graduate Nursing Programs through the Department of Nursing participate in a number of collaboratives in the greater New York area that work to increase the ethnic and linguistic diversity of primary care practitioners in New York City.

The third goal of the FNP program is to prepare family nurse practitioners who will meet the challenges of a changing health care system. This goal will be achieved by providing content and experiences within a broad health care and community organization framework. This approach is consistent with the current framework of the other Lehman College graduate nursing programs.

The fourth goal of the FNP program is to provide an academic program in primary care that will attract a broad spectrum of experienced nurses. In order to achieve this goal the curriculum is designed 1) for experienced nurses who seek to attain a graduate degree, 2) for nurses with a graduate degree who seek to change the focus of their clinical practice from acute care to primary care by attaining an FNP post-master's certificate, and 3) for nurses who are already certified nurse practitioners in specialty areas who seek to expand their practice to include all family members.

The current Master of Science in Nursing Program has four degree programs (See Table 4). The first three have served as the basis of the graduate program since 1981. They are: parent-child nursing, adult nursing and nursing of older adults. Students select one of these general age related programs. After completing indepth study of health problems common to the age group they have selected, students study and practice further in a particular role: educator, clinical specialist or administrator. Graduates from these programs are hired for positions such as in-service educator, clinical specialist, case manager, and/or supervisor in hospital or ambulatory care settings. Graduates are also utilized as faculty in associate degree programs or as adjunct faculty in baccalaureate degree programs.

The fourth program is the pediatric nurse practitioner (PNP) program. The PNP is prepared to work with children and assesses and treats common health problems. PNPs are primarily hired by clinics, hospitals or physicians in private practice as primary care providers.

The proposed FNP Program, while a discrete degree program, has been designed to complement the existing Lehman Master's programs.

**Table 4. Master of Science Programs in Nursing
Lehman College - The City University of New York**

MS Programs in Nursing

Parent-Child Nursing (43 credits)

NUR 600 Biostatistics in Health Research (4)
NUR 720 Concepts & Theories for Advanced Nursing Practice (3)
NUR 721 Essentials of Clinical Research (3)
NUR 723 Strategies for Advanced Nursing Practice (3)
NUR 726 Health Planning and Policy Making: Leadership Issues (3)
NUR 732 Parent-Child Nursing I (6)
NUR 733 Parent-Child Nursing II (6)
NUR 749 Functional Area (6) and Cognate (3)
(Clinical Nurse Specialist or Nurse Administrator or Nurse Educator)
NUR 787 Advanced Professional Seminar (3)
Elective (3)

Adult Health Nursing (43 credits)

NUR 600 Biostatistics in Health Research (4)
NUR 720 Concepts & Theories for Advanced Nursing Practice (3)
NUR 721 Essentials of Clinical Research (3)
NUR 723 Strategies for Advanced Nursing Practice(3)
NUR 726 Health Planning and Policy Making: Leadership Issues (3)
NUR 738 Adult Health Nursing I (6)
NUR 739 Adult Health Nursing II (6)
NUR 749 Functional Area (6) and Cognate (3)
(Clinical Nurse Specialist or Nurse Administrator or Nurse Educator)
NUR 787 Advanced Professional Seminar (3)
Elective (3)

Nursing of Older Adults (43 credits)

NUR 600 Biostatistics in Health Research (4)
NUR 720 Concepts & Theories for Advanced Nursing Practice (3)
NUR 721 Essentials of Clinical Research (3)
NUR 723 Strategies for Advanced Nursing Practice (3)
NUR 726 Health Planning and Policy Making: Leadership Issues (3)
NUR 749 Functional Area (6) and Cognate (3)
(Clinical Nurse Specialist or Nurse Administrator or Nurse Educator)
NUR 751 Nursing of Older Adults I (6)
NUR 752 Nursing of Older Adults II (6)
NUR 787 Advanced Professional Seminar (3)
Elective (3)

Pediatric Nurse practitioner (45 credits)

NUR 720 Concepts & Theories for Advanced Nursing Practice (3)
NUR 721 Essentials of Clinical Research (3)
NUR 723 Strategies for Advanced Nursing Practice (3)
NUR 726 Health Planning and Policy Making: Leadership Issues (3)

NUR 766 Advanced Pathophysiology (3)
NUR 767 Advanced Pharmacology (3)
NUR 768 Nursing as a Human Science (3)
NUR 769 Family Developmental Theory (3)
NUR 770 Advanced Nursing Practice I (6)
NUR 771 Advanced Nursing Practice II (6)
NUR 772 Advanced Nursing Practice III (6)
NUR 787 Advanced Professional Seminar (3)

Prudent use of resources will also result from enrollment in non-clinical courses of the FNP program by students preparing as clinical specialists in Adult Health Nursing or Nursing of Older Adults who want additional knowledge of primary care. We believe the availability of these courses through the FNP program will provide a wealth of options for other' degree candidates as electives or supporting cognate courses. For example, the course Family Developmental Theory was designed for the PNP program but is often selected by Lehman graduate nursing students in the other nursing degree programs to fulfill the elective requirement. We predict that students in the other nursing degree programs will expand their use of the practitioner courses.

This design strengthens the proposed program in that it maximizes use of faculty and clinical resources and fosters ability of practitioner students to share knowledge and interact with each other in classes and clinical settings. Advanced Health Assessment, Advanced Pathophysiology and Advanced Pharmacology are examples of courses that will meet the needs of a broader student population . These three courses have been offered for a number of years and are taken by many of the students in the graduate program. The balance of the courses are currently being offered .

Another strength of the curriculum is the flexibility it will provide to those with masters degrees in specialty areas or specialized practitioners seeking the more generalized FNP. Thus, a nurse who is a Pediatric Nurse Practitioner, instead of taking the first clinical course Nursing 774: Advanced Nursing Practice I, which focuses on pediatric nursing, will be able to apply for transfer credits.

B. Credit Requirements

The 45- credit Master of Science in FNP can be completed in 18-24 months of full time study or 36 months of part time study. (See Table 4 for FNP Curriculum Plan). Students take the

same 15 credits as other students in the master's of science graduate nursing program at Lehman College: 12 core, including NUR 720, 721, 723, and 726, and 3 credits of Advanced Professional Seminar, NUR 787. The remaining 30 credits are required courses for the family nurse practitioner specialty. These courses provide the needed clinical and functional skills for the FNP role.

The three credit course in Advanced Pharmacology (NUR 767) is required for certification as a nurse practitioner. This course prepares students according to the requirements of New York State law for prescriptive privileges. The three credit course in Advanced Pathophysiology (NUR 766) is necessary since students will work with patients in all age groups who may have both acute and chronic health problems. A thorough understanding of the Pathophysiology of illness will prepare students to assess and manage persons from all age groups with acute and chronic conditions. The three credit course in Advanced Health Assessment will equip the student with the skills to differentiate the deviations from normal of physical findings for patients in all age groups.

Family Developmental Theory (NUR 769) is a three credit course necessary to provide the knowledge base about family systems. The three clinical courses (Advanced Family Nursing Practice I, II, and III) provide clinical experience with all ages and members of the family with a variety of health care issues/problems. The provision of nursing intervention to maintain and restore health within the family is the main focus. Supervision of students in their clinical practice sites is provided by certified FNPs , Family Practice and primary care physicians on a 1:1 basis.

The certificate program consists of the three clinical courses (NUR 774, 775, 776) and four theory courses: Advanced Pathophysiology (NUR 766) Advanced Pharmacology (NUR 767), Family Developmental Theory (NUR 769) and Advanced Health Assessment (NUR 773). If the student has completed these courses or their equivalents on a Master's level with a minimum of a B grade, the courses will be waived.

Table 5. Curriculum Plan for M.S. in Family Nurse Practitioner Program (45 credits)

Basic Core Courses in Graduate Nursing Programs – Required for all the master's degree programs in nursing.

Credits	Course #	Title
3	Nursing 720	Concepts and Theories for Advanced Nursing Practice
3	Nursing 721	Essentials of Clinical Research
3	Nursing 723	Strategies for Advanced Nursing Practice
3	Nursing 726	Health Planning and Policy Making: Leadership Issues
3	Nursing 787	Advanced Professional Seminar (Master's Project)

15 credits

Graduate courses required for the MS in FNP (in addition to the 15 credits of core courses).

<u>Credit</u>	<u>Course #</u>	<u>Title</u>
3	Nursing 767	Advanced Pharmacology
3	Nursing 766	Advanced Pathophysiology
3	Nursing 769	Family Development Theory
3	Nursing 773	Advanced Health Assessment
6	Nursing 774	Advanced Family Nursing Practice I
6	Nursing 775	Advanced Family Nursing Practice II
6	Nursing 776	Advanced Family Nursing Practice III

30 credits

Table 6. **Curriculum Plan for Post Masters Certificate in
Family Nurse Practitioner (30 credits)**

<u>Credit</u>	<u>Course #</u>	<u>Title</u>
3	Nursing 767	Advanced Pharmacology
3	Nursing 769	Family Development Theory
3	Nursing 766	Advanced Pathophysiology
3	Nursing 773	Advanced Health Assessment
6	Nursing 774	Advanced Family Nursing Practice I
6	Nursing 775	Advanced Family Nursing Practice II
6	Nursing 776	Advanced Family Nursing Practice III

30

The Nursing Department participates in joint educational efforts with many hospitals and community health care facilities in the Bronx and the surrounding metropolitan area. The nature of the clinical practice experiences, the number of supervised clinical hours, and the content of the graduate level specialization and cognate courses are designed in accordance with the guidelines for eligibility for certification as FNPs by the state of New York the American Nurses Credentialing Center(ANCC) or the American Academy of Nurse practitioners(AANP). The FNP courses, together with the cognates, total 30 credits. These 30 credits include 600 clinical hours in addition to theory, an average number for practitioner programs. Full course descriptions can be found in Appendix

C. Summary of the content of the new courses follows:

<u>Course No.</u>	<u>Title and Description</u>	<u>Credits</u>
NUR 774	Advanced Family Nursing Practice I - Using a nursing science framework, this course stresses promotion and maintenance of levels of wellness, protection of health, and prevention of illness of children in families, groups and communities as well as , early detection, treatment and symptom management of selected minor and major health problems . Intervention and health care protocols emphasizing the control and/or resolution of the acute phase are included. Supervised practicum in a variety of primary health care and acute care settings provides for implementing clinical decision making and intervention strategies within the context of advanced practice.	6
NUR 775	Advanced Family Nursing Practice II - Using a nursing science framework, this course stresses promotion and maintenance of levels of wellness, protection of health and prevention of illness of adults and older adults in families, groups and communities as well as early detection, treatment and symptom management of selected minor and major health problems of adults and older adults in families, groups and communities. Intervention and health care protocols emphasizing the control and/or resolution of the acute phase are included. Supervised practicum in a variety of primary health care and acute care settings provides for implementing clinical decision making and intervention strategies within the context of advanced practice.	6
NUR 776	Advanced Family Nursing Practice III - Using a nursing science framework, focuses on primary care for all family members. Content stresses acute, chronic and/or rehabilitation interventions, care management strategies ,and protocols for selected health problems of children/adults/older adults in families, groups and communities. A preceptor supervised practicum, emphasizing case management, provides for experiences in clinical decision making, intervention, and management strategies within the context of the advanced practice nursing role.	6

Sample Program

The FNP program will be offered on a full and part time basis. The program can be completed in four semesters of full time study or six semesters of part time study. The certificate program requires four semesters of full time or six semesters of part time study.

MS/FNP Curriculum Plan for Full Time Study

Fall Semester, 12 credits

NUR 720 NUR 721
NUR 773 NUR 766

Spring Semester, 12 credits

NUR 774 NUR 723
NUR 767

Fall Semester, 12 credits

NUR 726 NUR 775

Spring Semester, 9 credits

NUR 787 NUR 776

MS/FNP Curriculum Plan for Part time Study

Fall Semester, 6 credits

NUR 720 NUR 721

Spring Semester, 6 credits

NUR 767 NUR 766

Fall Semester, 6 credits

NUR 773 NUR 769

Spring Semester, 9 credits

NUR 774 NUR 723

Fall Semester, 9 credits

NUR 775 NUR 726

Spring Semester, 9 credits

NUR 787 NUR 776

Curriculum Plan for Certificate Program for Full time Study

Fall Semester, 9 credits

NUR 773 NUR 766
NUR 767

Spring Semester, 9 credits

NUR 774 NUR 769

Fall Semester, 6 credits

NUR 775

Spring Semester, 6 credits

NUR 776

Curriculum Plan for Certificate Program for Part time Study

Fall Semester, 3 credits

NUR 773

Spring Semester, 6 credits

NUR 766 NUR 769

Fall Semester, 3 credits

NUR 767

Spring Semester, 6 credits

NUR 774

Fall Semester, 6 credits

NUR 775

Spring Semester, 6 credits

NUR 776

C. Prerequisites for Admission.

Admission requirements for the MS/FNP program are consistent with those required by the existing graduate nursing programs with the addition of a minimum of two years experience as a Registered Professional Nurse. See page 12 for an overview of the admission requirements. Admission requirements for the certificate program are a master's degree in nursing and a minimum of two years of experience as a Registered Nurse.

V. Cost Assessment.

The proposed FNP program contains three new courses Advanced Family Nursing Practice I, II, and III. which provide clinical and theoretical knowledge and experience in family practice. Other required courses that have already been developed approved and currently taught include: Advanced Pharmacology (NUR 767), Family Developmental Theory (NUR 769), Advanced Pathophysiology (NUR 766), and Advanced Health Assessment (NUR 773). These courses function as cognates / support courses to all of the advanced practice specializations.

As stated before, the FNP program was designed with cost saving in mind. The non-clinical courses for the FNP program are the same ones students may select in the clinical specialist program of Parent Child Nursing, Adult Health Nursing or Older Adult Health Nursing and the Pediatric Nurse Practitioner track.

A. Faculty

Current faculty resources will be utilized because the proposed program draws heavily on the existing curriculum in the M.S. programs. The department will hire one full time, doctorally prepared, certified FNP with experience, on a tenure track in the second year of the program. This position requested for year two will be sufficient to support the FNP Program at this time, since current nursing faculty will be teaching most of the other courses in the program. The nursing faculty is responding to work force shifts by developing this new FNP program. Lehman' nursing faculty have identified practitioner programs as the area for development. Faculty currently teaching required and elective courses in other graduate nursing specializations will be available for assignment in the new FNP program. In addition to the requested line for the FNP in year 2, current Lehman faculty qualifications and plans should be noted: The department of Nursing has current full time and adjunct faculty who are pediatric nurse practitioners, family nurse practitioners, adult health practitioners, geriatric nurse practitioners and psychiatric nurse practitioners. Preceptors from agencies will be used in the FNP program as clinical mentors which is consistent with all clinical courses in the current graduate programs in the Department of Nursing. They are full-time employees of the clinical agencies and hold an honorary position of unpaid Clinical Associate faculty in Lehman's Department of Nursing.

Preceptors

All FNP students will be supervised by carefully selected practitioners (preceptors) who have demonstrated expertise in their practice and strong support for the role of Nurse Practitioners. While preceptors are a necessary and important part of learning experiences, the Lehman faculty assigned to the clinical course will have primary responsibility for facilitating, controlling, and evaluating student clinical learning experiences. Masters prepared nurse practitioners and physicians will serve as clinical preceptors with nurse practitioners being given preference. These preceptors will provide direct instruction, supervision, and guidance relative to clinical application of course content. Clinical preceptors are recruited from the affiliated health care agencies as is the case in all graduate clinical courses in the Department of Nursing. These are full-time employees of the clinical agencies and hold honorary positions of unpaid clinical associate faculty in Lehman's Department of Nursing

B. Facilities and Equipment

1. Space Needs

No new space will be needed for this program. The Nursing Department already has an advanced health assessment laboratory. In addition, the clinical practicum experience will be in the health care agencies. No new space will be needed for faculty offices, since any new faculty will share existing office space with the current faculty.

2. Equipment

Equipment in the advanced health assessment laboratory has been purchased. This includes exam tables, otoscopes and ophthalmoscopes, cardiac and breath sound simulators. The Department of Nursing has purchased state of the art Human Simulators (infant, child and adult). In addition, students are expected to purchase basic physical exam equipment that they will need in their clinical courses and as practitioners, such as a stethoscope, reflex hammer, and the like.

The learning laboratory has a budget that covers purchasing of expendable supplies and replacing equipment. We anticipate that supplies for this program will utilize existing OTPS funds.

3. Clinical facilities

The Director of the Graduate Nursing Program will coordinate planning of all resources available to the FNP program. The Nursing Program has contractual agreements with most accredited health care Agencies in the Bronx and surrounding metropolitan area, including private hospitals, the Health and Hospital Corporation of New York City and ambulatory and long term care facilities.

Additional contractual agreements with agencies focusing on primary health care will be developed as the FNP program grows. The procedure used for initiating other contracts will include: 1) identification of appropriate clinical practice sites , 2) negotiation of the contracts between agencies and CUNY Legal Affairs Office. Contracts for this FNP program are the same as those for all other graduate and undergraduate nursing programs. No new effort is required. Nursing faculty are responsible for planning, implementing, and evaluating all student learning experiences including clinical placements.

C. **Instructional Materials**

1. **Library**

Lehman College has full library facilities available to nursing students including an extensive electronic data base. Students, faculty and staff also have full access to all CUNY libraries and interlibrary loans. In addition, the students have access to libraries at the various clinical facilities such as Montefiore Hospital and Medical Center. Over 1,000,000 volumes and periodicals are available at these libraries. However, some specialized library resources will be needed for both faculty and student use such as texts on primary care medicine, current medical diagnosis and treatment, and personal health management, as well as a few journals such as Nurse Practitioner and Family Medicine. Most of these are available via the current available electronic databases.

2. **Audio-visual and computer resources**

Lehman College has a well equipped computer facility for instructional and work purposes. Students have access to many online data bases, including MEDLINE, CINAL and ERIC, and other electronic databases. The Cochrane library is available for faculty and students use. Software not currently available with our simulators may be purchased to teach advanced nursing of adults and older adults.

D. **Budget**

Cost estimates for the first five years are displayed in the budget table. The proposed Family Nurse Practitioner program uses 15 credits (core courses) of the existing nursing masters program. The use of existing courses, both core and cognate, yield a very cost effective program requiring only three new clinical courses.

During the first year, one course will be taught each semester. Thereafter, two Family Nurse Practitioner courses will be taught each semester. During the first year, in addition to our full time faculty who is a family nurse practitioner, a Family Nurse Practitioner will be hired as an adjunct to teach one course each semester. Family Nurse Practitioner faculty will be recruited in

the first year. Beginning in the second year, two FNP courses will be taught each semester for a total of 24 contact hours. In the second year one new FNP faculty on a tenure track line will be needed, as well as adjunct faculty.

Finally, the Department of Nursing plans to apply for Federal grant money for this new program. However, most graduate programs in nursing are upgrading practitioner programs to meet public demand and there is vigorous competition for limited Public Health Service funds. Lehman College is in an excellent position to qualify for Federal or local money because its graduates work in medically underserved areas and because more than one third are from minority groups. While we will apply at the appropriate time, implementation of this program is not contingent upon award of Federal, local or private grants.

In conclusion, the proposed program is cost-effective, timely and sensitive to the job market for nurse practitioners. By designing courses that will be available to students from several specializations at both Lehman and Hunter campuses, we ensure that courses will be of adequate size, offered on a timely basis to meet degree requirements ,and will provide students with multiple options for advanced practice and certification.

Budget Table

Program Title FAMILY NURSE PRACTITIONER, M.S. DEGREE and CERTIFICATE PROGRAM

	2010-11 Year 1	2011-12 Year 2	2012-13 Year 3	2013-14 Year 4	2014-15 Year 5
I. Personnel (<u>New</u> faculty and support staff)					
1. Number of equated full-time faculty	0	1	1	1	1
2. Average compensation of full-time faculty	0	71,073	74,205	76,431	78,723
3. Number of equated part-time faculty @ \$63.83/hr.	0.5	0.5	0.5	0.5	0.5
4. Total compensation of part-time faculty	13,404.	13,404.3	13,404.3	13,933.5	13,933.5
5. Number of laboratory technicians, administrator and clerical staff	0.5	0	0	0	0
6. Total compensation for support staff in line 5	28,506	28,506	28,506	28,506	28,506
7. Total personnel cost	41,910.3	109,934	109,934	110,463	113,512
II. Other Than Personnel Services					
1. New equipment purchase Nurse Practitioner	800	800	800	800	800
2. New Library acquisitions Adult/Geriatric Audio/Visuals CAI/Journals	600	600	400	600	400
3. Supplies – Recruitment Material	600	600	300	0	0
4. Total OTPS Costs	2,000	2,000	1,500	1,400	1,200

VI. Evaluation

A. Internal

The success of any program is measured by the extent to which graduates meet the terminal objectives of the program and obtain employment in positions which allow them to use their skills, and by the satisfaction of employers and clients with the graduates. In addition, student satisfaction with the program is an important factor. To assure that graduates are functioning appropriately in an urban environment as complex as the Bronx, it will be necessary to focus program evaluation activities on the performance and roles of the Family Nurse Practitioner to the components usually part of program evaluation. The Department of Nursing at Lehman College has a comprehensive program evaluation plan that includes measurement of the program's effectiveness by students, faculty and employers.

An evaluation form to measure clinical performance of FNP students delivering primary health care in an urban environment will be used as the clinical evaluation tool. This tool utilizes the criteria of the National Task Force on Quality Nurse Practitioner Education.

An alumni questionnaire has been developed to be administered one year after students graduate. An adapted form will be sent to their employers with the graduate's permission. These will seek information regarding the adequacy of the program in preparing Family Nurse Practitioners for their role as Nurse Practitioners.

To facilitate evaluation procedures, a data base will be established as students are recruited into the program. This data base will include demographic characteristics of students, employment before entering the program, location of that employment by zip code (to identify medically underserved areas - information required for grant eligibility) as well as other significant data.

B. External

National guidelines for practitioner programs leading to certification by the state and professional organizations, as well as literature on family health care, primary health care and advanced practice were consulted during the development of the FNP. Criteria for Evaluation of Nurse Practitioner Programs by the National Task Force on Quality Nurse Practitioner Programs (2002) and Family Nurse Practitioner Competencies were consulted, and the American Association of Colleges of Nursing Essentials for masters programs advanced practice were used in the development of the core curriculum.

References

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CUNY Health Professions Task Force (1995). Final Report.

Fellows of the American Academy of Nurse Practitioners (2002) Nurse Practitioner Practice in 2012: Meeting the Health Care Needs of Tomorrow.

Flanagan, L. (1998) Nurse Practitioners: Growing Competition for Family Physicians? Family Practice Management

Frieden, T. (2006) Community Health Profiles, NYCDOHMH

Grumbach, K. Hart, L.G., Mertz, E. Coffman, J. and Palazzo, L. (2003). Who is caring for the underserved? A comparison of primary care physicians and nonphysician clinicians in California and Washington. Annals of Family Medicine, 2, 97-104.

Institute of Medicine (2001) Crossing the quality chasm. A New Health System for the 21st Century. Washington DC: National Academy Press Larkin, H. (2003) The case for nurse practitioners. Hospitals and Health Networks. 77(8) pp.54-58.

New York State Department of Health (2007). Health Statistics.

Plager, K.A., Conger, M.M. and Craig, C. (2003) Education for differentiated role development for NP and CNS practice: one nursing program's approach. Journal of Nursing Education. 42 (9) pp.406-415.

Raufman J, Farley SM, Olson C, Kerker B. (2007) Diabetes and Obesity, Summary of Community Health Survey, NYC DOHMH.

U.S. Public Health Service (2001) Healthy People 2010. Washington, D.C. Government Printing Office

Appendix A. Survey Instrument

Information to Support Lehman College Family Nurse Practitioner Program

Agency Name Address

Contact Person Telephone

Fax

1. Please provide a brief description of the facility
- 2 Describe the population served
- 3 Describe the services provided
- 4 Describe the need and utilization that the facility has for Family Nurse Practitioners
- 5 Indicate the number of practitioners available and the projected numbers needed:

Currently have	Projected need
Nurse Midwives	
Pediatric Nurse Pract	
Adult Nurse Pract	
Psychiatric Nurse Pract	
Family Nurse Pract	
Geriatric Nurse Pract	
Other (specify)	
- 6 List and describe the following resources: Library

Computer/learning Lab Facilities

Appendix B - Letters of Support

Letter of Support

Letter of Support

Letter of Support

Appendix C

Course Descriptions Graduate Nursing Core Courses

NUR 720: Concepts and Theories for Advanced Nursing Practice. 3 hours, 3 credits.

Prerequisite: Successful completion of the department's Graduate English Proficiency Exam.

This course provides a base for graduate nursing students by analyzing selected conceptual frameworks and theories. By utilizing these concepts and building on knowledge of the nursing process, the student explores a view of human beings, health, and health care. Emphasis will be on the development of those concepts which have particular relevance for research and nursing practice.

NUR 721: Essentials of Clinical Research. 3 hours, 3 credits

Prerequisite or Corequisite: NUR 720, HEA 600 or graduate-level statistics.

Inquiry through research is the focus of this course. The students will critique research reports. Students apply the research process as they develop their own proposal.

NUR 723: Strategies for Advanced Nursing Practice. 3 hours, 3 credits.

Prerequisite or Corequisite: NUR 720.

This course introduces theoretical frameworks for advanced practice modalities such as consultation, education, management, collaboration and independent practice.

NUR 726: Health Planning and Policy Making: Leadership Issues. 3 hours, 3 credits.

Prerequisite or Corequisite: NUR 720, 721, and a minimum of one course in the advanced nursing clinical specialization.

This course provides identification and critical analysis of the major issues in leadership, health planning and policy making which confront members of the health care disciplines.

NUR 787: Advanced Professional Seminar. 45 hours, 3 credits.

This course provides experiences for graduate students to complete and present their clinical research project including formal presentation (oral and written) of the results.

Advanced Practice Nursing/Family Nurse Practitioner Courses

NUR 766: Advanced Pathophysiology 45 hours, 3 credits

This course will examine abnormal biological processes that result in health deviations.

NUR 767: Advanced Pharmacology. 45 hours, 3 credits.

The prerequisite or co requisite of NUR 766 will be waived for students enrolled in this program.

This course provides an in-depth understanding of pharmacology across all physiological systems. Mechanisms of general drug actions provide a framework for discussion of content-specific drugs.

This course includes 3 hours of required laws and prescription writing.

NUR 769: Family Developmental Theory. 45 hours, 3 credits.

Prerequisite: NUR 720.

Concepts common in family theory will be addressed from the perspective of the family as an adaptive system. The goal is to understand what will enhance individual and family functioning. Theoretical models that serve as the foundation for family intervention and family therapy are emphasized.

NUR 773 Advanced Health Assessment 45 hours, 3 credits

Theories and methods of comprehensive health assessment of clients across the life span, including physical, psychosocial and pathophysiological signs and symptoms; refinement of ability to utilize sophisticated techniques to assess, identify and differentiate deviations from normal; incorporate cultural and developmental variations and needs of client.

NURSING 774 Advanced Family Nursing Practice I: 6 credits, 30 hours lecture, and 200 hours clinical practice

Prerequisites: NUR 773 Advanced Health Assessment. NUR 767 Advanced Pharmacology Nursing 766 Advanced Pathophysiology

Course Description:

Within a nursing science and family/community systems framework, the focus of this course is upon delivery of primary care to culturally diverse families during the childbearing years. Development from conception through young adulthood will be viewed from the perspective of urban family life. Concepts from epidemiology, community health, nursing and family theories will be incorporated throughout. Clinical experiences, will provide opportunities for students to promote health and prevent illness; diagnose, treat, and manage children's health. Implementation of clinical decision making, interventions and health care protocols emphasizing early detection, control and/or resolution of the acute phase of children' health problems in a variety of ambulatory care settings.

To provide knowledge and application of theory and skills of primary care of children's levels of health required for the family nurse practitioner as a primary health care provider. Case studies and seminars will supplement the didactic instruction. 3 lecture, 12 clinical laboratory hours /week 6 credits

Objectives course:

- a. Synthesize knowledge from natural//behavioral sciences as a foundation for clinical management of children and childbearing families.
- b. Provide comprehensive and individualized primary health care to children and families throughout the health/illness continuum.
- c. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making.
- d. Perform and interpret common laboratory tests
- e. Apply principles of epidemiology and demography in clinical practice.
- f. Apply principles of counseling, therapeutic communication, group process and health education in primary care management of children and childbearing families.
- g. Identify outcome measures to assess the quality of primary care.
- h. Establish a collaborative and consultative role with physicians and other health care providers.
- i. Apply research studies pertinent to primary care management of children and childbearing families.
- j. Demonstrate knowledge of cultural health practices and beliefs as they relate to children and childbearing families.
- k. Demonstrate knowledge of legal and ethical components of primary care practices.

Topical Outline

- I. Assessment and Diagnostic Procedures
 - A. Screening and case finding.
 - B. Comprehensive health assessment
 - C. Perform diagnostic tests according to established protocols.
 - D. Analysis of data as it pertains to clinical problems solving

- II. Diagnosis and Management of Young Urban Individuals/families with specific acute and chronic health problems
 - A. Adolescent parenthood
 - B. Problems of high risk infants
 - C. Congenital/genetic problems
 - D. Growth problems including alterations in nutrition due to failure to thrive, eating disorders or chronic problems
 - E. Respiratory problems including URI and asthma
 - F. Communicable diseases including measles, pediculosis, and gastrointestinal infections.
 - G. Trauma including accidents, child abuse and neglect, and burns
 - H. Adjustment disorders including school phobias, ADHD, mood disorders, and depression
 - I. Sexually transmitted diseases

- III. Promoting Wellness and Self Care
 - A. Risk assessment
 - B. Family Health Promotion
 - C. Family and community education e.g. Contraception, counseling and management
 - D. Immunizations and prevention of infections
 - E. Community resources

- IV. Evaluation of Practice
Clinical Practicum :
Selected articles and books, and web sites.

Course requirements:

Quiz I

Mid-term Examination

Quiz II

Final Examination

Clinical Evaluation: requires passing grade to pass course

Faculty: Helen Lerner, RN, EdD, CPNP

Frequency and Estimated Enrollment:

Fall Semester, 15-20 students.

1. **Nursing 775 Advanced Family Nursing Practice II:** 6 credits, 30 hours lecture 200 hours clinical practice

Course Description: Within a nursing science and family/community systems framework, discussions and clinical experiences, covering treatment and symptom management of adults and older adults' health promotion, maintenance, and prevention of illness. Implementation of clinical decision making, interventions and health care protocols, emphasizing early detection, control and/or resolution of the acute phase of adults and older adults' health problems in a variety of ambulatory and acute care settings.

Objectives for the proposed course:

- a. Synthesize knowledge from the natural/behavioral sciences as a foundation for clinical management of adults and older adults in families, groups and communities in primary care settings.
- b. Provide health care to adults and older adults in families, groups and communities throughout the health/illness continuum.
- c. Perform and interpret laboratory tests common in primary care of adults and older adults in families, groups, and communities.
- d. Identify outcome measures to assess the quality of primary care of adults and older adults in families, groups and communities.
- e. Establish collaborative and consultative relationships with physicians and other health care providers.
- f. Demonstrate knowledge of legal, ethical and cultural components of primary care practice particularly related to adults and older adults in families, groups and communities.

Topical Outline

- A. Screening and Case finding
- B. Comprehensive health assessment according to age and risk status
- C. Performance of diagnostic tests relevant to current health status.
- D. Analysis of data as it pertains to patient's and family's individual risk group status
- E. Assessment and diagnostic process of adults and older adults

II. Diagnosis and management of Urban Individuals and families with specific acute and chronic health problems

- A. Issues of stress of adults and older adults in families
- B. Problems of high risk status for urban health problems such as obesity, diabetes, hypertension and asthma
- C. Communication with adults and older adults and their families.
- D. Communicable diseases and their effects on the adult and older adult urban communities
- E. Substance abuse in adults and older adults living in urban communities
- F. Issues in prenatal care and women's health

III. Promotion of wellness and self-care.

- A. Risk Assessment
- B. Family Health Promotion
- C. Family and community education
- D. Immunizations and prevention of infections
- E. Nutrition programs to target urban health problems such as obesity

IV. Evaluation of Practice

Prerequisites:

NUR 774 Advanced Family Nursing Practice I.

Required Readings: Selected articles, books, and web sites

Course requirements:

Quiz I

Mid-term Examination.

Quiz II

Final Examination

Clinical Evaluation: Requires passing grade to pass course

Faculty: Alsacia Pacsi

1. NURSING 776 Advanced Family Nursing Practice III: 6 credits 30 hours lecture 200 hours clinical practice

Course Description:

Within a nursing science and family/community systems framework, discussions and clinical experiences, covering treatment and symptom management of all family member's acute, chronic and/or rehabilitation health care requirements. Implementation of clinical decision making, interventions and health care protocols, emphasizing care management strategies of children/adults/older adults within the context of the family nurse practitioner's role.

Objectives for the course:

- a. Synthesize knowledge from the natural/behavioral sciences as a foundation for clinical management of a case load of individuals in families, groups and communities with multiple health problems.
- b. Provide primary health care to a caseload of individuals in families, groups and communities with multiple health problems throughout the health/illness continuum.
- c. Demonstrate accountability to families and the profession in the delivery of primary care.
- d. utilize a variety of evaluation models to evaluate quality of practice according to established standards of practice.
- e. Select other health care providers appropriately for consultation and referral.
- f. Demonstrate competence in the management of a case-load of families across the life-span with multiple health problems.

Topical outline:

- I. Assessment and diagnostic processes of families with multiple health problems.
 - II. A. Assessment of the needs of families with multiple health problems
 - III. B. Collaborate with other disciplines on behalf of the family
 - IV. C. Apply skills in case management to assist the family members in meeting all their health needs
- II. Promoting wellness and self-care in families and communities.
 - A. Use knowledge of primary health care practice to identify early complications of illness
 - B. Use advanced nursing practice to minimize the complications of illnesses on the individual and family
- III. Managing a primary care practice caseload.
 - A. Provide ongoing primary care for all members of the family
 - B. Evaluate the provision of health care to families with varying degrees of complexity
 - C. Utilize increasing skill to make appropriate referrals and collaborate with other disciplines
- IV. Evaluation of Practice

Prerequisites: NUR 775 Advanced Family Nursing Practice II.

Required Readings and Research: Selected articles, books, websites , and use of data bases

Course Requirements:

Two comprehensive case presentations
Two case management papers
Clinical evaluation (passing grade required to pass course)

Faculty: TBA

Frequency and Estimated Enrollment:

Fall Semester, 15-20 students

Appendix D

BIOGRAPHICAL SKETCH

NAME: Lerner , Helen, M

POSITION TITLE : Associate Professor of Nursing

EDUCATION

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Skidmore College	B.S.	1959	Nursing
Columbia University, Teachers College	M.Ed.	1971	Mat/Child health
Columbia University, Teachers College	Ed.D.	1980	Curr. and Inst. Nursing
Hunter College CUNY	Cert. PNP	1995	Pediatric Nurse Pract.

RESEARCH AND PROFESSIONAL EXPERIENCE.

PROFESSIONAL EXPERIENCE

1990-present Associate Professor, Parent Child Nursing Lehman College-CUNY

1992-1993 IPA National Institute of Child Health and Human Development - Bethesda, Maryland. Participated in development and implementation of Sudden Infant Death Syndrome and Infant Mortality Projects - During 1 year sabbatical

1994-1997 Coordinator of the Immunization Program at the Mount Vernon Neighborhood Health Center (half time position)

1995-present Part time Pediatric Nurse Practitioner and Immunization Coordinator Mount Vernon Neighborhood Health Center - Ambulatory Pediatric Unit

1995-Present – Coordinator of Pediatric Nurse Practitioner Program Lehman College CUNY

1997-2001 - Pediatric Nurse Practitioner Private Practice White Plains, New York (one session per week)

2002-2007 - Director of the Graduate Program in Nursing – Lehman College-CUNY

HONORS

Honors

April 1999 – Present - Member Program Review Committee National Certification Board of Pediatric Nurse Practitioners and Nurses

February 1999 – Study Section on AREA grant review National Institute of Nursing Research

October 1997 – Study Section on AREA grant review National Institute of Nursing Research

August 1992 - present Item Writer National Certification Corporation for Obstetric, Gynecologic and Neonatal Nursing Specialties

March 1992 - HBO Nurse Scholar - Nurse's Scholar's Program Nursing Informatics - Atlanta, Georgia

SELECTED PROFESSIONAL ACTIVITIES

2003-2004 Consultant Mercy College on Continuing Education for School Health Nurses and Nurse Practitioners

2002-2004 Member of Association of Faculty of Pediatric Nurse Practitioner Programs - Faculty Practice Committee

1998- Present – Member of Review Panel for PSC-CUNY grants

PUBLICATIONS RELEVANT TO APPLICATION

Lerner, H and Cohen B. (2003) Recruiting students into nursing. Nurse Educator vol. 28, No.1., pp.8-9.

Lerner, H. McClain, M., and Vance J. (2002) SIDS education in nursing and medical schools in the United States. Journal of Nursing Education, vol.41, No.8, pp.353-356.

Lerner, H (2000) **Use of health care facilities by infants in an urban area.** Presentation at the International SIDS Conference Auckland, New Zealand.

Lerner, H. (1998) **RIMI Representational Increase of Persons from Indigenous and Minority Groups in the United States.** Presentation at International SIDS Conference Rouen, France.

Cowan, S. and Lerner H. (1997) Report of the education working group of the global strategy task force. Journal of Sudden Infant Death Syndrome and Infant Mortality 2 (4) 219-222.

Lerner, H. (1996) **Teaching SIDS content to Advance Practice Nurses.** Presentation International SIDS Conference, Bethesda, Maryland

Lerner, H. (1994) Sleep position of infants: applying research to practice. American Journal of Maternal Child Nursing, vol. 18, No.5, pp. 275-277.

Lerner, H. and Byrne, M. "Helping students communicate with high-risk families: A Nurse Educator's Challenge". In Wegner, G. and Alexander, R. Readings in Family Nursing, J.B. Lippincott and Co., 1993

BIOGRAPHICAL SKETCH:**NAME:** Pasci, Alsacia**POSITION TITLE:** Lecturer**EDUCATION**

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Long Island University	B.S.	1982	Nursing
College of Mt. St. Vincent	MS	2004	Family Nurse Practitioner
CUNY-Graduate Center			Student DNS

RESEARCH AND PROFESSIONAL EXPERIENCE.**PROFESSIONAL EXPERIENCE**

St. Joseph's Medical Center	2002-present	Per diem RN Emergency Room
Lenox Hill Hospital	1990-2002	Staff RN Critical Care/Emergency R
Criticare Services Inc	1988-1990	Staff RN CCU/ICU/ER
LaGuardia Community Hosp	1986-1988	Staff RN SICU/ER
Elmhurst General Hospital	1983-1985	Staff RN CCU/CCA/RICU/ER
Memorial Sloan Kettering	1982-1983	Staff RN Thoracic Surgery

BIOGRAPHICAL SKETCH

NAME: Cohen, Shirlee

POSITION TITLE: Lecturer

EDUCATION

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
College of NJ	B.S. N	1979	Nursing
Columbia University	MS	1986	Adult Nurse Practitioner
NYU	Post Masters	2004	Psych Nurse Practitioner

RESEARCH AND PROFESSIONAL EXPERIENCE.

PROFESSIONAL EXPERIENCE

Lehman College	2001-present	Lecturer and Coordinator Continuing Ed
Metropolitan Hospital	2002-present	Nurse Practitioner, Medicine and Psychiatry
Mount Sinai Hospital	1999-2001	Recruitment Specialist
	1997-1999	Clinical Nurse Manager, Cardiac
	1993-1997	Nurse Practitioner General Surgery
	1992-1993	Education Specialist
	1979-1992	Staff RN

Pulmonary Physiology”, review for CCRN exam; biannually 1990 to 1999.

“Advanced Practice Nursing”, April 12, 1994. Mount Sinai Hospital/AACN, NYC Chapter.

Developed, coordinated, and moderated this CEU approved program.

“Organ Transplantation Update 94”, May 5th 1994. Columbia-Presbyterian Medical Center.

Developed and coordinated this CEU approved program.

“Hematology Fundamentals”, Lecture presented to Advanced Practice Nurses, NYU October 1994 and April 1997.

“Nursing Grand Rounds—Role of the Nurse Practitioner”, Mount Sinai Hospital, January 11, 1994. Member of panel presentation.

“Cardiovascular Review”, AACN’s review course for CCRN certification, 6.0 hours, January 1995.

“Diverticular Disease”, GI Orientation, GI care center orientation, Mount Sinai Hospital, February 8, 1995.

“The Role of the Acute Care Nurse Practitioner on a Surgical Service”, presented to Vice-Chairs of Medicine, Mount Sinai Hospital March 14, 1995, and Current Trends in Advanced Practice Nursing, AACN, NYC Chapter for Advanced Practice Nurses, May 11, 1995; 2.5 contact hours.

“CCRN Hematology Review”, Mount Sinai Hospital, CCRN review, May 25, 1995.

“Gastrointestinal Disorders”, APN Lecture, NYU, annually 1996 to 1998.

“Role of the Acute Care Nurse Practitioner”, presented at Sigma Theta Tau Alumni Day, May 14th, 1996.

“Acute Care Nurse Practitioner: Where are Today and Where are we Going?”, NYC Chapter AACN Challenges, 1998. Coordinated and moderated CEU approved program 1.0 contact hour. Current Trends in Advanced Practice Nursing”, Coordinated and moderated this CEU approved program. Mount Sinai Hospital, May 28th, 1998.

How to Present: Public Speaking Skills”, Hunter College Panel Presentation, January 1999, and NYU ACNP Graduate Program, February, 1999.

“Acute Coronary Syndrome”. Mount Sinai Hospital, June 2000.

“Transplant Lottery: Win for Life—The Psychosocial Aspects

Appendix E

CLINICAL AFFILIATION LIST

Name/Address	Name/Address	Name/Address
The Beacon Community Health Center 249 Main Street Beacon, NY 12508	Family Health Center of Newburgh, Inc. 3 Washington Center Newburgh, NY 12550	The Jewish Home & Hospital for the Aged, Bronx Division 100 West Kingsbridge Road Bronx, NY 10468
Beth Israel Medical Center First Avenue @ 16 th Street New York, NY 10003	Family Support Systems Unlimited, Inc. 1 Fordham Plaza, Suite 500 Bronx, N.Y. 10458	Kateri Residence 150 Riverside Drive New York, NY 10024
Beth Abraham Health Services 612 Allerton Avenue Bronx, NY 10467	Flushing Hospital Medical Center 45 th Avenue @ Parsons Blvd. Flushing, NY 11355	Kennedy Center 1410 Pelham Parkway So. Bronx, NY 10461
Blythedale Children's Hospital 95 Bradhurst Avenue Valhalla, NY 10595	Forest Hills Hospital 10 ² -01 66 th Road Forest Hills, NY 11375	*Kings County Hospital Center 451 Clarkson Avenue Brooklyn, NY 11203
Bronx Lebanon Hospital Center 1650 Grand Concourse Bronx, NY 10457	Gold Crest Care Center 2316 Bruner Avenue Bronx, NY 10469	Kingsbridge Heights Comm.Ctr. 3101 Kingsbridge Terrace Bronx, NY 10468
*Bronx Municipal Hospital Ctr. (Jacobi) 1400 Pelham Pkwy South Bronx, NY 10461	Greenwich Hospital 5 Perryridge Road Greenwich, Conn 06830-4697	Kingsbrook Jewish Medical Center 585 Schenectady Avenue Brooklyn, NY 11203
Brookdale Medical Center One Brookdale Plaza Brooklyn, New York 11212-3198	*Harlem Hospital Center 506 Lenox Avenue New York, NY 10037	Lakeview Pediatrics 880 South Lake Blvd. Mahopac, NY 10541
Brooklyn Hospital Center 121 Dekalb Avenue Brooklyn, NY 11202	Health Education Institute 100 Stevens Avenue Mt. Vernon, NY 10550	Lenox Hill Hospital 100 East 77 th Street New York, NY 10021
Citizen's Advice Bureau 2054 Morris Avenue Bronx, NY 10453	Hebrew Home for the Aged 5901 Palisades Avenue Riverdale, NY 10471	*Lincoln Hospital Medical Ctr. 234 East 149 th Street Bronx, NY 10451
Calvary Hospital 1740 Eastchester Road Bronx, NY 10461	Helen Hayes Hospital Route 9W West Haverstraw, NY 10993	Lower Hudson Comm. Resource Center 223 South 2 nd Avenue Mt. Vernon, NY 10550
Children's Aid Society 150 East 45 th Street New York, NY 10017	Hudson River Pediatrics 984 North Broadway LL-10 Yonkers, NY 10701	Marble Hill Senior Center 5365 Broadway Bronx, NY 10463
Common Ground Community IV 197 Bowery New York, NY 10002	Isabella Geriatric Center 515 Audubon Avenue New York, NY 10040	Mary Mallavarapu 971 Route 45 Pomona Road Pomona, NY 10970
Comprehensive Care Management Corp 2401 White Plains Road Bronx, NY 10467	Jamaica Hospital Medical Center 8900 Van Wyck Expressway Jamaica, New York 11418	Memorial Hsp for Cancer/Allied Diseases (Sloan-Kettering) 1275 York Avenue New York, NY 10021

Name/Address	Name/Address	Name/Address
*Elmhurst Hospital Center 79-01 Broadway Elmhurst, NY 11373	JASA (Gloria Wise Senior Services Program) 2049 Bartow Avenue Bronx, NY 10475	Montefiore Medical Center 111 East 210 th Street Bronx, NY 10467
Morningside House 1000 Pelham Parkway Bronx, NY 10461	*North Central Bronx Hospital 3424 Kossuth Avenue Bronx, NY 10467	Sound Shore Medical Ctr of Westchester 16 Guion Place New Rochelle, NY 10802
Morris Heights Health Center 85 West Burnside Avenue Bronx, NY 10453-4015	North General Hospital 1879 Madison Avenue New York, NY	Student Health Services of Stamford 888 Washington Blvd. Stamford, CT 06901
*Morrisania Diagnostic & Treatment Center 1225 Gerard Avenue Bronx, NY 10452	North Shore-L I Jewish Health Systems 102-01 66 th Road Forrest Hills, NY 11375	SUNY Downstate Medical Center University Hospital of Brooklyn 450 Clarkson Avenue box 1216 Brooklyn, NY 11203
Mosholu-Montefiore Comm Ctr 3450 Dekalb Avenue Bronx, NY 10467	Northern Manor Multicare Ctr. Inc. 199 N. Middletown Rd. Nanuet, NY 10956	Urban Health Plan, Inc. 1070 Souther Blvd. Bronx, NY 10459
Mt. Kisco Medical Group Route 312 Brewster, NY 10509	Northern Westchester Hospital 400 East Main Street Mt. Kisco, NY	Veterans Administration Medical Center 130 W. Kingsbridge Road Bronx, NY 10468
Mt. Sinai Hospital 10 East 101 st Street New York, NY 10029	NYU Hospital for Joint Diseases 301 East 17 th Street New York, NY 10003	Visiting Nurse Service of NY 107 East 70 th Street New York, NY 10021
Mt. Sinai Hospital of Queens 25-10 30 th Avenue Long Island City, NY 11102	Our Lady of Mercy Medical Ctr 600 East 233 rd Street Bronx, NY 10466	Wyckoff Heights Medical Center 374 Stockholm Street Brooklyn, NY 11237
Mt. Vernon Neighborhood Health Center 107 W. Fourth Street Mt Vernon, NY 10550	Promesa, Inc. 1776 Clay Avenue Bronx, NY 10457	NYU Hospital Center 301 East 17 th Street New York, NY 10003
Neighborhood Self-Help by Older Persons Project, Inc. 953 Southern Boulevard Bronx, NY 10459-3477	Queens Blvd Extended Care Facility, Inc. 61-11 Queens Boulevard Woodside, NY 11377	New York Westchester Square Medical Center 2475 St. Raymond Avenue Bronx, NY 10461
*New York City Health & Hospitals Corp. (Master Agreement) 125 Worth Street New York, NY 10013	St. John's Episcopal Hospital 307 Beach Far Rockaway, NY 11691	St. Luke's-Roosevelt Hosp. Ctr 1111 Amsterdam Avenue New York, NY 10025
New York Presbyterian Hosp. (Columbia Presbyterian) 177 Ft. Washington Ave. Milstein Bldg. New York, NY 10032	St. John's Riverside Hospital 967 N. Broadway Yonkers, NY 10791 914-964-4444	St. Vincent's Catholic Medical Center 153 West 11 th Street New York, NY 10011
New York Presbyterian (NY Hospital-Cornell Med. Ctr.) 525 East 68 th Street New York, NY 10021	St. Joseph's Hosp. Nsg. Home 127 S. Broadway Yonkers, NY 10701	