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A PROPOSAL TO ESTABLISH

A

FAMILY NURSE PRACTITIONER PROGRAM

MASTER OF SCIENCE IN NURSING

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September 29, 2014

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Family Nurse Practitioner Program

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Proposal for a Graduate Program in Nursing

The purpose of this document is to set forth a rationale for the establishment of a 45-credit Family Nurse Practitioner program of study leading to the Master's of Science degree in Nursing. Now that the upper division Bachelors of Science degree (RN to BSN completion) program is well established with an enrollment of over 200 students, an additional graduate program option provides a natural stepping stone for currently enrolled nursing students to continue their graduate education at Le Moyne to become Family Nurse Practitioners. In addition to a Family Nursing Practitioner program at the MS level, a Post-Master's Family Nurse Practitioner Certificate for nurses would attract nurses who are already master's prepared in another specialty area.

Mission

As stated in its catalog, "Le Moyne College seeks to prepare its members for leadership and service in their personal and professional lives to promote a more just society." The College exemplifies this commitment through its efforts to educate the whole person. As a diverse learning community, the College strives for academic excellence in the Catholic and Jesuit tradition through offering comprehensive programs rooted in liberal arts and sciences.

The existing graduate program in nursing prepares students with the knowledge and skills for advanced practice as service providers and as leaders in nursing. Congruent with this mission, the goal of master's education in nursing is to equip students for more than a career in just the economic sense of the word; its instrumental function is to ready graduates for the broader context of assuming leadership positions in the nursing profession. Advanced education for nurses will result in increased creativity and competence in the practical application of

knowledge gained to make complex decisions for the common good within the challenging marketplace of health care.

Introduction

Le Moyne College is one of 28 highly reputable Jesuit-sponsored, Catholic educational institutions across the United States. Approximately 70% (20/28) of these facilities offer Baccalaureate and/or Master of Science (MS) degree programs in nursing. In addition, 80% (N=16) of these twenty programs offer the doctorate in nursing (PhD or DNP). Since 2006, the Department of Nursing at Le Moyne College has had an MS program with two functional role tracks in Nursing Education and Nursing Administration. In 2013, the Department of Nursing received official approval from NYSED for revisions to the MS program to include the addition of three new tracks in Gerontology, Palliative Care, and Informatics.

This document is a proposal to establish a new Family Nurse Practitioner (FNP track) in the existing master's program. The creation of an FNP track on this campus is an ideal fit with the College's mission of preparing students for leadership and service at an advanced level to meet the needs and demands of the public for quality health care. Also, it provides yet another option for prospective candidates who want to further their education at the graduate level. Additionally, this initiative directly addresses the Institute of Medicine's 2011 recommendation that 80% of nurses earn a bachelor's degree or higher in nursing by 2020.

Need

The current climate of healthcare reform is tenuous. An already taxed healthcare system, burdened by an aging population and facing quality of care and patient safety concerns, is being challenged by the Patient Protection and Affordable Care Act to provide primary care for an

estimated 30 million newly insured people (NONPF, 2013; U.S. Census Bureau, 2012).

Complicating this picture is the existing physician shortage. The American Medical Association projects a continued shortfall of 100,000 to 150,000 physicians by 2020, at a time when the nation will require 40% more primary care providers (Hauer et al., 2008; NONPF 2013).

Projected increases in access to health care, increased healthcare expenditures, and changing patient demographics that focus on the elderly and chronically ill speak to the urgent need to increase the number of primary care providers.

According to The Commonwealth Fund, nurse practitioners (NPs) can ease the healthcare burden by improving access to care (particularly in underserved areas), enhancing quality of care, and meeting the healthcare needs of a growing population of patients (Blumenthal & Abrams 2013). NPs are experienced advanced practice nurses whose formal educational program prepares them to assess, diagnose, prescribe medications and treatments, and manage common and complex patient problems within their area of specialty. NPs function independently and collaborate with physicians and other health professionals to provide comprehensive care to individuals, families, and groups in accordance with their educational preparation and national certification (NONPF 2013). Historically, NPs provide primary care services comparable to primary care physicians and achieve equal or higher patient satisfaction rates (Blumenthal & Abrams 2013; NGA 2012). Indeed, over four decades of research demonstrates that NPs provide safe, cost-effective, quality health care (NONPF 2013). The Institute of Medicine concludes that NPs should be utilized to the full extent of their education and training and further asserts that they should become full partners with physicians and other healthcare professionals to meet the increased demand for primary care services (IOM, 2011).

The effect of the healthcare crises can be felt locally. Currently, New York faces a shortage of 1,200 primary care physicians (Lamothe, 2014). The passage of the New York state Nurse Practitioners Modernization Act, set to take effect in January 2015, can ease the impact of the primary care physician shortage. This legislation will allow for greater patient access to quality health care by recognizing NPs as independent healthcare providers. Although experienced NPs will continue to collaborate with physicians and other healthcare professionals, after 3,600 hours of clinical practice, they will no longer require a written practice agreement with a physician (ANA-NY, 2014). Under the Nurse Practitioner Modernization Act, NPs will be able to open their own practices and provide cost-effective, quality care to patients and families across the lifespan.

The need for quality healthcare professionals has never been greater. In response to the changing needs of the healthcare system and the population at large, Le Moyne College seeks to develop a Family Nurse Practitioner (FNP) program with a primary care focus to produce highly skilled healthcare providers who can deliver safe, cost-effective, quality care. Currently, the only Nurse Practitioner program in the greater Syracuse region is located within the College of Nursing at the State University of New York (SUNY) Upstate Medical University. SUNY Upstate's program offers graduate-level tracks in Pediatric Nurse Practitioner, Family Nurse Practitioner, and Family Mental Health Nurse Practitioner. While the FNP track is their most popular, according to their website they periodically close admission to this track when maximum student enrollment has been achieved ([www. College of Nursing@sunyupstate.edu](http://www.CollegeofNursing@sunyupstate.edu)). Despite SUNY Upstate's presence in the community, a search of local newspaper and CNY hospital employment sites indicates that there continues to exist a chronic vacancy rate for NP positions in both primary and acute care settings. It is evident that a single NP program cannot

sufficiently meet the consumer demand (i.e. nurses who seek to further their education) nor can it provide an adequate pipeline of prepared NPs to meet the growing demand for primary care providers in Central New York and beyond.

A market assessment conducted in January 2014, which was commissioned by Le Moyne College and conducted by Hezel Associates LLC, concluded that the anticipated growth rate for nurse practitioners is strong, with a projected 21% job growth by 2018. Currently, physicians' offices are the greatest employers of NPs in the Northeast and will continue to drive growth through 2018. Growth is also anticipated in outpatient care centers such as schools, clinics, community hospitals, etc. (Hezel, 2014) While growth exists in primary care settings, it is anticipated that graduates from the proposed FNP program will possess the advanced knowledge and skill sets to function in any arena, including secondary and tertiary settings.

Since 2004, the Department of Nursing (DON) at Le Moyne College has gained national visibility for its strong reputation in offering high quality nursing education, its commitment to students as lifelong learners, and its focus on academic excellence in the Jesuit tradition. The DON received initial and continuous national accreditation from the Commission on Collegiate Nursing Education (CCNE) upon meeting all professional requirement standards without exception. For example, a unique Dual Degree Partnership in Nursing (DDPN) model---the first of its kind in the country that was conceptualized and spearheaded by the DON at Le Moyne in conjunction with St. Joseph's College of Nursing---placed New York state as a leader in nursing education as one of only nine states to receive the Robert Wood Johnson Foundation grant for replication of this innovative DDPN model. Furthermore, Le Moyne College has been consistently ranked for over 20 years by U.S. News and World Report as being among the top 15% of colleges and universities in the northeast (U.S. News & World Report, 2013). Also, the

Princeton Review in 2014 recognized Le Moyne as among 378 Best Colleges, stating its “Strong nursing and business programs stand out in this active learning community,” as does the desire to keep the college “a place of high moral values”, (Princeton Review, 2014, p.336). Since its inception on the Le Moyne campus, nursing education has been recognized as an ideal fit with the mission and vision of Le Moyne College in preparing graduates for service and leadership to promote a more just society.

Given the reputation and strength of Le Moyne College as an academic institution, for the past 10 years the DON has received continuous inquiry regarding the establishment of an NP program. Despite the fact that the DON does not currently offer an NP program, recent discussions on program proposals have piqued the interest of current nursing students as well as alumni of both the Bachelor’s and Master’s degree nursing programs, many of whom have expressed an intention to enroll in an NP program at Le Moyne if one were to be developed.

Purpose

The four-fold purpose of this MS program in nursing will be to:

- increase access to higher education for nurses who hold bachelor’s degrees or access to post-master’s certificate programs for nurses already holding a MS degree in nursing.
- increase the number of nurses prepared to function in the advanced practice role of Family Nurse Practitioner.
- enhance the knowledge and competencies of nurses to assume positions of leadership and service as primary care providers in community-based or acute care settings in the Central New York region and beyond.
- prepare nurses to continue their education at the doctoral level.

Resources

The proposed curriculum consists of three core courses (consisting of 9 credits) and 13 FNP track courses (consisting of a 36 credits) for a total of 45 credits. Current faculty prepared at the MS, EdD, and PhD levels will continue to teach the core courses. A full-time Director of Advanced Practice Nursing has been hired to launch and manage the FNP program, if approved. The Director is PhD prepared, nationally certified as an FNP, has 21 years of clinical practice experience, and 12 years of teaching experience, 7 of which involved coordinating and teaching in a FNP program. In the summer prior to the beginning of the FNP program, a full-time Administrative Assistant and a full-time Clinical Coordinator will be recruited to fully staff the FNP program.

It is anticipated that in the first year of operation, the Director will continue to teach a reduced 2/2 workload given her administrative responsibilities. In addition, one full-time certified FNP faculty member (teaching a 3/4 workload) or two half-time certified FNP faculty (each teaching a 2/2 workload) will be hired. FNP faculty recruited will possess advanced degrees, at least one of whom will be prepared at the doctoral level, and the others with a minimum of master's degrees. Additionally, the proposed budget allows for 3-4 adjunct faculty hires per semester as needed to cover select courses that require specialty expertise or to achieve the recommended faculty/student ratio in clinical and lab courses. More faculty will be hired if enrollment numbers warrant additional lines.

Space

The Department of Nursing, which for the past 10 years resided in Coyne Science Center, was moved out of its location during the most recent summer months because of the planned renovation to this area. Because of the continuous growth in the numbers of students (350 students to date), the Department could not be accommodated in its former home and is now temporarily situated in a suite of rooms on the second floor of Grewen Hall. This space is functional in the short term in providing single and shared office space for full-time, part-time, and adjunct faculty and administrative staff for the 2014-2015 academic year. However, plans will be underway in the next few months to design completely renovated space on this second floor of Grewen Hall for permanent occupancy by the Department in Fall 2015 (renovations will take place during May through August). Planning permanent, sufficient, and professionally attractive space is key for anticipating the upstart of the new FNP program as well as to accommodate future expansion in enrollment numbers (and subsequent increase in faculty and staff) in all programs within the Department.

The College is presently equipped with the needed educational resources to provide for this new population of adult learners who will be attending the FNP program on a full-time or part-time basis. With regards to living space, adult learners do not occupy residential housing on campus. As such, these students will not be using the current dorms specifically available to undergraduate students. However, with the increased growth predicted in the recently established School of Graduate and Professional Studies, preliminary discussion has begun to consider housing accommodations in the future for graduate students enrolled in its programs.

With respect to classroom space, the number of classrooms on campus includes a total of 42 rooms with capacities that range in seating for 15-29 students (13 rooms), for 30-48 students (23 rooms), and for 50-124 students (6 rooms). Classroom availability is tight throughout the mornings and afternoons during certain days of the week (particularly Tuesdays and Thursdays), but classroom space for evening time slots is more flexible. Given the fact that the FNP program is attracting adult learners, a number of the nursing courses will be offered in the evening hours. A total of 18 new courses are proposed in the new FNP curriculum. However, three core courses (NSG 615, NSG 625, and NSG 697/MIS 501) are already in the existing MS curriculum and, thus, have been scheduled for classroom space during the semesters offered and will be able to take an increase in enrollment in the future. Also, a recently constructed Health Assessment lab located in the new Science Center Annex is spacious (accommodates 18 students per lab section) for teaching NSG 665 and NSG 666, Advanced Health Assessment I and II respectively. To date, the times of occupancy have been smoothly coordinated with the Department of Physician Assistant Studies that also shares this space. The new Occupational Therapy program is also expected to need this lab facility, but collaborative discussions have already taken place on coordinating the use of this vital resource space to meet the needs of all three programs.

The four clinical courses (NSG 671, NSG 672, NSG 673, and NSG 674) require a total of 820 hours of clinical time. These hours are satisfied off site in the clinical agencies throughout Central New York and, therefore, do not require classroom space at Le Moyne. In addition, the two Scholarly Project courses also do not require classroom space because they are completed via 1:1 advisement with the faculty sponsor. Thus, a total of seven new courses would be added to the course scheduling, but they will primarily be taught in either in the fall or spring semesters in evening time slots when classroom space is more available and some of these courses will also

be scheduled during the summer months when again there is more flexibility with room assignments. It is anticipated, therefore, that the burden of needing additional classroom space for this new program will be significantly reduced given the flexibility with scheduling on off peak days, hours, and times of the year.

Library

The following is a summary analysis by the Science librarian of the existing library resources, the need for future library resources, and their accessibility to students who will be enrolled in this proposed FNP program. The Librarian for the proposed FNP program will be the current Health Sciences Librarian, who currently serves our Nursing and Physician's Assistant programs. She obtained her MLIS from Syracuse University's School of Information in 2008. For the past three years, she has regularly attended all Department of Nursing Faculty/Curriculum Committee monthly meetings to ensure that informational resource needs are met.

Student learning resources include the Noreen Reale Falcone library with a capacity of over 223,000 print volumes and 29,000 eBooks with seating for 500 people. Approximately 6,000 of the library's print holdings are in the medical field. Students can also access materials electronically (<http://resources.library.lemoyne.edu/library>), both on and off premises with proper authentication. As a member of the ConnectNY Consortium, the library is linked to a network of 18 colleges with a collection of 8 million titles. Students will be able to access a list of national and international Advanced Practice Nursing journals that are available online in full text article format. Currently 372 journals in the nursing subject area are accessible as well as 4,172 medical journals to which the college subscribes via 11 databases. For access to

unsubscribed journals, our InterLibrary Loan Department is professionally staffed, requests are made and filled electronically, and delivery is usually accomplished within 2 business days.

With respect to the institution's response to identified needs and its plan for library development, a collection of print and non-print materials will be built to support the needs of the new graduate nursing program. The collection will be routinely evaluated for currency and updated with new editions as needed. Pathfinders to easily access library resources will be created for an overview and course specific guides will be developed in conjunction with the assistance of the nursing faculty to meet individual course objectives.

A list of currently held FNP specific resources are outlined as follows:

- Pathophysiology:
 - Books before 2010: 4(subject), 11 (keyword)
 - eBooks: *Pathophysiology of disease : an introduction to clinical medicine*
 - Journals: 3 contain word "pathophysiology"
- Pharmacology:
 - Books before 2010: 3(subject), 11 (keyword)
 - eBooks: Goodman & Gilman's pharmacological basis of therapeutics
 - Journals: 78 contain word "pharmacology"
 - Streaming Video : 17 Films on Demand (subject)
- Health Assessment:
 - Books before 2010: 7 (subject),17 (keyword)
 - eBooks: none
 - Streaming Video: Bates collection
 - DVDs: Calgary Assessment series

In addition, a review books in "Doody's Core Titles in the Health Sciences Field" generates 33 titles in "Advanced Practice Nursing". The Library owns 12 of these titles. The first purchases of books will concentrate on a review of the other 21 titles for a cost of \$1,822. With regards to video tools, the Bates Visual Guide to Physical Examination includes new clinical skills videos delivering head-to-toe and systems-based physical examination techniques for

advanced health assessment. The site features more than 8 hours of video content, divided into 18 sections. Acland's Video Atlas of Human Anatomy also includes detailed video dissections and self-paced exams for students.

A general search of databases using Academic Search Elite & Proquest have revealed the following medical databases:

- [Access Medicine](#):
- McGraw-Hill's online textbook and subject database. The database contains 85 reference medical works and several electronic diagnostic tools as well as a complete pharmacological database.
- [CINAHL with Full Text](#) is an index to the nursing and allied health literature
 - 1982- present, updated monthly
 - complete coverage of English-language nursing journals and publications from the National League for Nursing and the American Nurses' Association. CINAHL covers nursing, biomedicine, health sciences librarianship, alternative complementary medicine, and consumer health.
- [Cochrane Library](#) is a collection of evidence-based medicine databases
 - Systematic reviews available from 1990-present, records available from 1960-present; updated quarterly
 - regularly updated collection of evidence-based medicine databases
- [Merck Manual of Diagnosis and Therapy](#) is a reference text providing clear, concise medical information to consumers and medical providers.
 - on-line version of the Merck Manual of Diagnosis and Therapy
 - Information on disease diagnosis and therapy
- [PsycINFO](#)
 - 2,400+ journals in 27 languages
 - 1,887 books, chapters, & dissertations
- [PubMed](#) is the most comprehensive database of medical and biomedical literature.
 - Free and accessible version of Medline from the National Library of Medicine
 - 1966- present, updated weekly
 - More than 4,000 biomedical journals published in the United States and 70 other countries
- [ScienceDirect](#) is a database of full text scholarly journals.
 - 1995-present in full text for subscribed journals
 - covers approximately 2,000 scholarly periodicals and 1,200 of these are available in full-text through a library consortium agreement.

Budget

The projected revenue reflected in the 3-year budget plan for the FNP Program is based on a realistic expectation that the majority of applicants will choose full-time study, will take an average of 10 credits per semester, and the number of students will grow at a modest rate, with some expected attrition figured into the formula. Direct operating costs are also projected in this budget plan to cover anticipated expenses above and beyond what it already takes to run the department, such as library purchases, IT resources, lab equipment, a full-time administrative assistant, a full-time clinical coordinator, and full-time, part-time, and adjunct faculty as needed. (See Appendix A)

Affiliations for Clinical Experiences

The Department of Nursing at Le Moyne College currently has affiliation agreements with multiple healthcare agencies and institutions in the greater Syracuse region, including five hospitals in the immediate area that provide inpatient and outpatient clinical experiences. A full-time Clinical Coordinator will work to secure sites, with emphasis placed on outpatient clinic or office-based settings in underserved urban and rural areas throughout New York state and the Northeast. Non-resident students would have the option to gain clinical experience in their home states if appropriate clinical sites are identified and approved. Additionally, students will have an option to gain clinical experiences during the Department of Nursing's short-term Study Abroad immersion programs when offered.

Affiliation agreements will be developed, maintained, and reviewed by the Clinical Coordinator in collaboration with FNP faculty to ensure appropriate learning experiences. Le Moyne College is the only higher education institution in CNY that offers remitted tuition

benefits and other incentives (access to the campus library and athletic facilities) to clinical preceptors. Preceptors continually evaluate student performance throughout the clinical courses to determine the achievement of learning outcomes. Additionally, at the end of each semester, students perform a self-evaluation, and evaluate the clinical preceptors and clinical sites.

Nursing as a Unit within the Organizational Structure

When nursing education was originally established at Le Moyne College in 2004, it was created as a separate program entity. This was an appropriate decision in the part of administration because it provided the flexibility and autonomy for nursing to grow and develop as a distinct discipline. In November 2005, the program was elevated to department status and the head of this new entity became Chair of the Department of Nursing. (See Appendix B for a diagram of the organizational structure.) In 2013, the Department of Nursing, along with professional programs in the Department of Physician Assistant Studies, the Department of Education, and the Department of Continuing Education, came under the umbrella of the newly created School of Graduate and Professional Studies (GPS). In 2014, the new Department of Occupational Therapy was established and became the 5th member (the 4th professional program) in the GPS unit.

Proposed MS Curriculum Design

The proposed MS program for Advanced Practice Nursing is designed to concur with the criteria and standards for master's education as set forth by the American Association of Colleges of Nursing (AACN) in its *Essentials of Master's Education* document as well as the guidelines enacted by the Nursing Organization of Nurse Practitioner Faculty (NONPF) in its

Nurse Practitioner Core Competencies. The program will consist of two parts: graduate level core content (9 credits) and a specialty focus of Family Nurse Practitioner (36 credits) for a total of 45 credits. This organizing framework, known as the Master of Science Curriculum Elements Template for FNP, serves as a blueprint for curriculum development and provides a guide to evaluate the curriculum for completeness and quality. The format of this framework also allows for changes (additions and deletions to the program) to be made in either of the two parts without altering the entire curriculum design. The visual portrayal of this design framework can be seen in Appendix C.

The MS curriculum is designed as a two-year program of study for full-time students and as a three and one-half-year program of study for part-time students (see Appendix D for the full-time and part-time plans of study.) Application for admission as a matriculated full-time or part-time student is for the Fall semester only. The curricula for both full-time and part-time study are divided into two plans, which separately reflect all of the course requirements for the Family Nurse Practitioner track. The sequencing of the courses also reflects a logical flow of content. For example, the fundamental concepts and skills in Advanced Pathophysiology (NSG 660), Advanced Pharmacology (NSG 663), Advanced Health Assessment I (NSG 665) as well as the Advanced Practice Nursing Role (NSG 667) appear in the first semester of the first year of the curriculum before students are allowed to progress to the second semester for the first clinical course (NSG 671) in a series of four clinical courses in the specialty focus. A number of pre/co-requisites are in place to ensure that students get basic content before taking more advanced course work. NSG 711: Scholarly Project II and NSG 709: Advanced Practice Nursing Capstone must be taken in the student's final semester. See Appendix E for a list of pre-requisites.

The MS curriculum consists of a combination of theory, laboratory, and clinical coursework. At the graduate level, the ratio of credits to contact hours is as follows: 1 credit of theory = 1 credit of class time; 1 credit of lab = 2 hours of lab time; 1 credit of clinical = 6 hours of practice experience. A minimum of nine credits of coursework at the graduate level constitutes full-time study and eight credits or less is considered part-time study. As can be noted in the full-time program of study curriculum, students take between 10-11 credits per semester, with 1.5 credits challenged in a clinical course in the summer between Years I and II. The program of part-time study consists of 7 semesters of between 3-6 credits each, and 3 summer sessions of between 1-3.5 credits each (see Appendix F for all syllabi).

The student must complete a minimum of 820* hours of clinical practice beginning in the second semester of the full-time program of study and beginning in the fourth semester of the part-time program of study, as outlined in the curriculum plans respectively. Clinical hours must be completed in the semester or summer session in which a clinical course is taken. Clinical sites encompass a variety of community-based and acute care practice settings. The clinical hours are allocated based on age/development stage requirements of each population group. The following outline indicates the approximate hours required for practice experience with each specific group:

22 – 64 years	=	300 hours
65 + years (older adult)	=	120 hours
0 – 21 years (child and adolescent)	=	200 hours
Women’s Health	=	100 hours
Specialty	=	100 hours

* If a student does not meet expected clinical competencies in any of the four clinical courses, extra hours of clinical practice will be required at the discretion of the student's clinical instructor.

In addition, this FNP proposal incorporates a Post-Master's FNP certificate (see appendix D).

Expectations of Program Graduates

Core competencies, which are built on the standards outlined in the AACN *Master's Essentials* as well as the practice guidelines of the National Organization of Nurse Practitioner Faculties (NONPF), provide the foundation upon which the Family Nurse Practitioner master's curriculum is built. They are consistent with and integral to the mission of Le Moyne College in preparing graduate nurses for leadership and service in a diverse society. These core competencies, which are fundamental to Advanced Practice Nursing, are reflected throughout all of the master's-level course work and include professional role development, caring, critical thinking, communication, and research. The following outline provides the definitions of these core competencies and illustrates how they are operationalized in the graduate nursing program outcomes.

Core Competencies Inherent in MS Program Outcomes

Definition of Core Competencies	MS Program Outcomes
Professional Role Development: an integrative process whereby the individual assumes the characteristics, values, and behaviors associated with a commitment to advanced nursing practice when working collaboratively and in an interdisciplinary manner with the healthcare team, serving as an advocate for the consumer, and functioning within the healthcare system.	The MS graduate , assuming the multiple dimensions of the advanced practice nursing role, demonstrates competencies consistent with AACN <i>Master's Essentials</i> , and NONPF core practice guidelines.
Caring: expressions of respect for the dignity and self-worth of individuals by honoring the ethical rights of others and demonstrating sensitivity, equitability, and cultural appropriateness in providing services consistent with advanced professional nursing practice.	The MS graduate applies the principles of ethical and transcultural care in the delivery of advanced level nursing services to others.
Critical Thinking: the cognitive process of decision making that involves collecting, synthesizing, analyzing, and interpreting data from multiple sources to question assumptions, reason inductively and deductively, problem solve creatively, and evaluate outcomes when dealing with complex and dynamic situations.	The MS graduate integrates and processes information from nursing, other disciplines, and the liberal arts and sciences to make complex decisions independently and collaboratively when practicing at an advanced level.
Communication: a complex process of sharing information, ideas, and perceptions through the use of advanced skills in listening, verbal and non-verbal interactions, writing, and multi-media technology to convey logical, organized, clear, accurate, therapeutic, and relevant messages to individuals, families, groups, communities, and populations.	The MS graduate incorporates principles of effective communication by using a variety of advanced techniques in a proficient manner when interacting with consumers, peers, other healthcare providers, policy makers, and communities of interest.
Research: the process of identifying new and existing knowledge for application of relevant evidence to improve outcomes.	The MS graduate demonstrates advanced research skills to initiate change in professional nursing practice.

Program Objectives

It is the expectation that the master's program will enhance the graduate's professional growth and development as outlined in the program objectives. These objectives are derived from, elaborated on, and congruent with the program outcomes and reflect expectations of what the students are able to do after graduation. Upon successful completion of the FNP track of the MS degree in nursing program at Le Moyne College, the graduate will be prepared to:

1. practice in the multi-dimensional Advanced Practice Nursing (APN) role of Family Nurse Practitioner to provide direct care in promoting health and preventing disease in individuals, families, groups, communities, and populations.

2. synthesize knowledge from nursing, related disciplines, and the liberal arts and sciences for application to practice at the advanced level.
3. communicate effectively with clients, colleagues, and other health professionals through advanced listening, verbal, non-verbal, and written skills and the proficient use of information technology.
4. integrate the principles of compassion, ethical decision making, advocacy, and cultural diversity when practicing in the APN role.
5. integrate research-based findings in professional nursing practice to improve the delivery of health care.
6. apply advanced critical thinking skills when assessing, diagnosing, planning, implementing, and evaluating treatment outcomes.
7. demonstrate a high level of decision-making ability and formulate policies and regulations for the effective and efficient use of resources in the delivery of health care.
8. assume accountability for professional growth and development and improved practice outcomes through scholarship, continuing education, and participation in professional organizations.
9. apply advanced principles and concepts inherent in the APN role to provide leadership and service for the enhancement of continuous quality improvement in health care.

Admission Criteria

A cumulative Grade Point Average (GPA) of 3.3 or higher. Conditional acceptance will be offered to a candidate who presents with a GPA of 3.0 to 3.29 dependent upon interview and at the discretion of the Graduate Admissions Committee.

1. A completed application, including statement of purpose clearly identifying why the applicant wants to pursue the Advanced Practice Nursing (APN) role of FNP, official transcripts of all colleges/universities attended, and three (3) letters of reference, one each from professional colleagues as follows: (1) an RN peer, (1) a nursing supervisor or faculty member, (1) a Nurse Practitioner, Physician's Assistant, or Physician.
2. Prior to the start of NSG 671: FNP clinical I, the candidate must have completed one year or a full time equivalent of RN nursing practice in Medical-Surgical Nursing in an acute care setting.*
3. A personal interview with the Director of the Advance Practice Nursing Program and a 500-word essay written spontaneously following the interview on a subject predetermined by the graduate admission committee.
4. Evidence of current licensure to practice as an RN in New York State.
5. Current CPR certification.
6. Graduation from a state-approved baccalaureate program in nursing, or graduation from an associate degree or diploma program in nursing with a bachelor of arts or bachelor of science in another field**, or graduation from an accredited master's degree program in nursing for students enrolling in the FNP Post-Master's advanced certificate program.
7. A professional resume listing relevant educational and work experience.

*Other RN nursing experience may be considered at the discretion of the Director of the Advanced Practice Nursing Program.

** Post-Baccalaureate RN-MS certificate

Transfer Credit and Residency Requirement Policies

A total of 12 credits may be transferred into the FNP program of study if the courses are deemed equivalent in content and credit load. To fulfill the residency requirement of the Department of Nursing and Le Moyne College as well as to satisfy requirements for the master's degree in nursing, transfer students must earn the majority of the credits (33 credits) of course work in the graduate curriculum at Le Moyne and meet all other criteria for admission as listed previously. A non-matriculated student may take a maximum of 9 credits prior to enrollment in the FNP track of the MS program.

For transfer credit to be granted for course work taken at another accredited college or university, a grade of "B" must have been earned in a course, the course must be equivalent to the required Department of Nursing course, and the course must have been taken within the last five years. An exception to this time requirement will be considered on an individual basis and a waiver of this requirement is at the discretion of the Director of the Advanced Practice Nursing program and the faculty member responsible for this course content area.

Upon matriculation, a full-time student has two years to complete degree requirements and a part-time student has five years to complete degree requirements. A waiver to grant the student an extension will be considered on an individual basis depending on the extenuating circumstances.

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