

NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina School of Medicine

Name of Program (include degree designation and all concentrations, options, or tracks): **Graduate Program in Nurse Anesthesia, Doctor of Nursing Practice**

Program Designation:

- | | |
|--|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input checked="" type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: May 2020

CIP Code: 513818

Delivery Site(s): 51102, 85500

Combination Online delivery and SOM campuses in Columbia and Greenville

Delivery Mode:

- | | |
|--|--|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input checked="" type="checkbox"/> Blended/hybrid (25-49% online) *See explanation under 'Curriculum' |
| | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

USC School of Medicine Approval: September 12, 2018
USC Graduate Council Science Committee: October 8, 2018
USC Graduate Council: October 22, 2018
University of South Carolina Board of Trustees: December 18, 2018

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The nurse anesthetist is a highly trained medical care specialist who, under the supervision of a physician, is responsible for the anesthesia requirements of patients in all areas of surgery. The nurse anesthetist develops, implements, and evaluates the anesthetic plan of care for individual patients and is a vital part of the health care team. The nurse anesthesia program at the University of South Carolina is accredited for the maximum 10-year period by the Council on Accreditation of Nurse Anesthesia Education Programs and prides itself on a very high graduation rate and excellent pass success on the certification exam. Through careful selection of applicants, quality instruction, and supportive environment, 95% of our admitted students succeed in completing the program and earning their Master's degree. All of the program graduates have passed the National Certification Examination of the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA) and have scored at or above the national average. The first-time rate for passing the Certification Exam has been 92% for the past five years. To date all graduates have found appropriate employment as Nurse Anesthetists.

The Graduate Program in Nurse Anesthesia is a cooperative program between the School of Medicine and its clinical training partner institutions, Palmetto Richland Hospital (PRH) in Columbia, SC and Greenville Hospital System University Medical Center (GHSUMC) in Greenville, SC. PRH began training nurse anesthetists in 1969 at the School of Nurse Anesthesia with involvement of School of Medicine faculty since 1986. A program leading to a Master of Nurse Anesthesia from University of South Carolina was accredited in 1993, and in 2010 GHSUMC was approved as an additional primary clinical site. The graduate program in Nurse Anesthesia has existed for 20+ years at the School of Medicine. Due to changes in the national accreditation standards the program must convert to a doctoral level program by 2022. All Nurse Anesthesia Programs must make this conversion and cannot offer a masters level by the 2022 date. The program for the past 20+ years has had a 100% rate of hire upon graduation and a first time certification rate that has always surpassed the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA). This data is required to be posted on the program website every year.

The Nurse Anesthesia program helps serves the medical community of South Carolina by providing trained and licensed anesthesia providers to all areas of South Carolina. Most of the past graduates enter practice in the local area (see notes below in 'Employment Opportunities'), as well as many underserved rural areas of South Carolina. This supports the mission of the USC School of Medicine to "...serve the people of South Carolina and beyond through exemplary medical and health education, transformative research, and compassionate patient care." By incorporating College of Nursing courses into our program and continuing clinical learning sites at various hospitals across South Carolina, this program also aligns with the one of the key School of Medicine values "Partner with individuals, teams, institutions and communities to enhance the value of our efforts".

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

No other programs exist at USC or the SOM that provide this level of specialized training in the area of anesthesia. Only one other program exists in the state of South Carolina, which is located at the Medical University of South

Carolina. The School of Medicine is also currently collaborating with the College of Nursing to allow the students admitted into the Nurse Anesthesia Program (at the doctoral level) to take several courses from the College of Nursing as to not duplicate courses already being taught during the first several semesters. The upper level and anesthesia-focused courses will be taught by the faculty at the School of Medicine.

The current graduate program in Nurse Anesthesia has existed for 20+ years at the School of Medicine. Due to changes in the national accreditation standards the program must convert to a doctoral level program by 2022. All nurse anesthesia programs must make this conversion and cannot offer a masters level degree after the 2022 date. To best position CRNAs to meet the extraordinary changes in today's healthcare environment, the AANA upholds the belief that it is essential to support doctoral education for future nurse anesthetists. This conversion stance was noted in the 2006 AANA Taskforce on Doctoral Level Conversion and the following "Healthcare is changing at an extraordinary rate, requiring Certified Registered Nurse Anesthetists (CRNAs) and other providers to keep pace by continually expanding their knowledge and skills," said Wanda Wilson, CRNA, PhD, MSN, president of the 36,000-member AANA. Echoing the rationale cited in the association's position statement that was adopted by the AANA Board of Directors on June 2, 2007, Wilson added, "To best position CRNAs to meet this challenge and remain leaders in anesthesia care, the AANA strongly supports doctoral education that encompasses technological and pharmaceutical advances, informatics, evidence-based practice, systems approaches to quality improvement, and other subjects that will shape the future for anesthesia providers and their patients." (www.aana.com/members/journal/ AANA /journal//April 2006/Vol. 74, No. 2 103)

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Not applicable.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Certified Registered Nurse Anesthetist	No data available		>42,000 (not including self-employed)	16% growth (6700 new jobs over 10 years)	Bureau of Labor Statistics https://www.bls.gov/oes/current/oes291151.htm#st

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

“U.S. Department of Labor’s 2018-2019 Occupational Outlook Handbook published by the Bureau of Labor Statistics states job opportunities for advanced practice nurses, including CRNAs, will grow approximately 31% from 2016-2026, which is much higher than the average for other health related occupations, with projected number of jobs at over 230,000. This growth is greatly attributed to the increasing aging population. Nurse Anesthetists also are in demand in the rural and underserved areas. The American Association of Nurse Anesthetists (AANA), which represents more than 92 percent of the 36,000 CRNAs nationwide, reports that nurse anesthetists currently administer approximately 27 million anesthetics in the United States each year. Practicing in every setting where anesthesia is available, CRNAs are the sole anesthesia providers in nearly 10 percent of all health care facilities across the country, and in two-thirds of all rural hospitals. At the same time, the growing number of Baby Boomers who are retiring will increase the demand for healthcare services, including anesthesia services. The employment outlook for CRNAs is excellent,” according to Brent Sommer, CRNA, MPHA, a spokesperson for the AANA and vice chair and wellness advocate for the Council for Public Interest in Anesthesia. “We also see a real broadening of opportunities in both traditional and nontraditional settings due to the law of supply and demand” (Author: Linda Beattie, Anesthesiazone.com., 2010. AnesthesiaZone.com compiles anesthesia news articles from the leading authorities in the field of anesthesiology. Department of Labor, Bureau of Labor Statistics 2006-2007). In data provided by the Department of Labor 2016 the number of anesthetists needed increase 16.2% above the previous study. (<https://data.bls.gov/projections/occupationProj>).

The exact data on number of jobs in South Carolina is not available, as each hospital’s needs are constantly changing and often not advertised. If we consider the national data, and extrapolate from that, it is expected that nurse anesthetists demand will only continue to grow in the state. Using data collected six months after graduation, by the USC program out of the 28 graduating students, employment was obtained at the following locations: Greenville Hospital System - 5, Bon Secours St. Francis - 3, Spartanburg - 2, Charleston area - 2, Palmetto Health - 3,

Orangeburg - 1, Toumey - 1, McLeod (Florence) - 1 and 10 found employment in their home states. This a fairly typical trend after reviewing the data over the past few year. Upon contacting several of the larger employers in the state, Palmetto Health and Greenville Hospital Health Systems, as well as knowing the 18 other clinical partner's needs, the majority of the upcoming graduating classes are being actively recruited as many of these health care institutions still are actively using locum tenens positions to fill openings in their staffing that they have not been able to fill with instate permanent clinicians. With the program's history for the past 20+ years of having a 100% rate of hire upon graduation and the national data on the increasing need for nurse anesthetists, it is obvious that the state need will continue to grow.

Description of the Program

Projected Enrollment			
Year	Summer Headcount	Fall Headcount	Spring Headcount
2020-2021	26	26	26
2021-2022	52	52	52
2022-2023	78	78	78
2023-2024	78	78	78
2024-2025	78	78	78

Explain how the enrollment projections were calculated.

Enrollment numbers were calculated based upon current enrollment in the master's program, available university resources, the historical yearly application number of 90-110 applicants per year, and the matriculation of around 30-35 students per year as a master's program. It is projected that the doctoral level admissions will need to be reduced by a few students to accommodate the additional program workload created by the doctoral projects. The 2020 (first) year numbers reflect the initial year admission numbers (26) for the August 2020 matriculation. As the program runs continuously for the 36 months of the program, with 1 cohort matriculating each year, the total program numbers double then triple each successive year for the first 3 years then stabilize to 78 total students (first, second and third year cohorts). The program has a teach out plan as masters level cohorts (averaging 30 students per year) may continue and the last cohort will graduate in May 2022 (if plans progress as projected), thus the actual numbers in the program will remain around 85-90 students each semester.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes The Graduate Program in Nurse Anesthesia requires at least one year experience in critical care nursing prior to matriculation.

No

Curriculum

New Courses

List and provide course descriptions for new courses.

Course Name	Course Description
ASNR 700 Introduction to Nurse Anesthesia Practice (OL)	Introduction to foundational concepts in nurse anesthesia and the role of the nurse anesthetist.
ASNR 750 Health Policy, Ethics, and Legal Concepts for the DNP Nurse Anesthetist (OL)	Historical and current concepts in health policy, ethics, and legal concepts for the DNP Nurse Anesthetist
ASNR 760 Clinical Topics in Nurse Anesthesia I (OL)	Introduction to pain management concepts and the use of ultrasound guided techniques in treatment.
ASNR 761 Basic Anesthesia Principles I (RVSD)	Application of basic anesthesia principles to the practice of nurse anesthesia.
ASNR 762 Basic Anesthesia Principles II (RVSD)	This course is a continuation of Basic Principles in Anesthesia I, covering beginning concepts in nurse anesthesia practice.
ASNR 763 Advanced Anesthesia Principles (RVSD)	This course covers advanced concepts in nurse anesthesia practice.
ASNR 771 Introduction to Nurse Anesthesia Practicum	This course provides a thorough orientation to the clinical area and application of beginning anesthesia concepts to patients through simulation and precepted in-hospital assignments.
ASNR 772 Seminar in Nurse Anesthesia I	Students will present a critique of anesthetic management of selected cases or topics related to their doctoral project in anesthesia for peer review. A review of the literature and application of the current research is to be included in the presentations.
ASNR 773 Clinical Practicum I (RVSD)	The first of five clinical field experiences including general and specialty anesthesia rotations.
ASNR 775 Clinical Practicum II (RVSD)	The second of five clinical field experiences including general and specialty anesthesia rotations.
ASNR 777 Clinical Practicum III (RVSD)	The third of five clinical field experiences including general and specialty anesthesia rotations.
ASNR 779 Clinical Practicum IV (RVSD)	The fourth of five clinical field experiences including general and specialty anesthesia rotations.
ASNR 781 Clinical Practicum V (RVSD)	The fifth of five clinical field experiences including general and specialty anesthesia rotations.
ASNR 795 Application of Physical and Chemical Concepts in Nurse Anesthesia Practice (OL) (RVSD)	Application of physical and chemical concepts to the practice of nurse anesthesia.
ASNR 797 The Professional Role of the DNP Nurse Anesthetist I (OL) (RVSD)	This course addresses the professional role responsibilities, challenges and issues for nurse anesthetists.
ASNR 798 Application of Biomedical Concepts in Nurse Anesthesia Practice (RVSD)	Application of physiology and pathophysiology to nurse anesthesia practice.

ASNR 800 Integration of Concepts across Nurse Anesthesia Practice (OL) (RVSD)	Review of concepts with the purpose of creating broad view connections of anesthesia principles.
ASNR 801 Specialty Focus Simulation I	Use of simulation to learn and practice various peripheral nerve blocks and airway block placement with ultrasound and nerve stimulator techniques. Preparatory work outside of simulation time is required.
ASNR 802 Specialty Focus Simulation II	High fidelity simulation activities to practice response to critical events in nurse anesthesia practice. Preparatory work outside of simulation is required.
ASNR 860 Clinical Topics in Nurse Anesthesia II (OL)	Exploring the contributors to patient safety – including systems and human factors – and how to safely manage critical events in the perioperative period.
ASNR 872 Seminar in Nurse Anesthesia II	Students will present for peer review and critique their completed doctoral project. Presentation of project will meet the requirement for dissemination of their terminal project.
ASNR 896 The Professional Role of the DNP Nurse Anesthetist II (OL)	Education, management and business principles, as they relate to the DNP Nurse Anesthetist, will be explored and practiced.
ASNR 897 DNP Project I (OL)	DNP Project Preparation for Nurse Anesthesia Students
ASNR 898 DNP Project II (OL)	DNP Project Preparation for Nurse Anesthesia Students

Total Credit Hours Required: 110 Credit hours

* denotes pre-existing CON courses with established faculty. ** denotes pre-existing PHPH courses with established faculty
OL – denotes 100% Asynchronous online course. **e** – denotes course that existed in Master’s Program that has had a new designator assigned for this program degree granting change.

ONLINE: When accounting for the online NURS and ASNR courses, 51 hours of the 110 program hours are 100% asynchronous online courses, translating to 46% of the total program.

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Summer		Fall		Spring	
*NURS 717 Application of Basic Statistics	3	*NURS704 Advanced Health Assessment	3	**PHPH 701 Physiology for Health Science	6
*NURS 790 Research Methods for Nursing	3	*NURS 737 Foundations for DNP Development	3	ASNR 761 Basic Anesthesia Principles I (RVSD)	4
*NURS 707 Advanced Pathophysiology for Nurses	3	*NURS 805 Advanced Nursing Leadership	3	*NURS 780 Conceptual Basis of Health Systems	3
ASNR 700 Introduction to Nurse Anesthesia Practice	2	ASNR 795 Application of Physical and Chemical Concepts in Nurse Anesthesia Practice (RVSD)	3		
Total Semester Hours	11	Total Semester Hours	12	Total Semester Hours	13
Year 2					
Summer		Fall		Spring	
*NURS 819 Evidence and Nursing Practice	3	**PHPH 705 Biomedical Pharmacology	6	ASNR 798 Application of Biomedical Concepts in Nurse Anesthesia Practice (RVSD)	3
*NURS 781 Applied Technology in Health Care	3	ASNR 763 Advanced Anesthesia Principles (RVSD)	4	ASNR 797 The Professional Role of the DNP Nurse Anesthetist I (RVSD)	3
ASNR 762 Basic Anesthesia Principles I (RVSD)	4	ASNR 773 Clinical Practicum I (RVSD)	2	ASNR 775 Clinical Practicum II (RVSD)	6
ASNR 771 Introduction to Nurse Anesthesia Practicum	1	ASNR 750 Health Policy, Ethics, and Legal Concepts for the DNP Nurse Anesthetist	3	ASNR 772 Seminar in Nurse Anesthesia I	2
Total Semester Hours	11	Total Semester Hours	15	Total Semester Hours	14
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Summer		Fall		Spring	
ASNR 896 The Professional Role of the DNP Nurse Anesthetist II	3	ASNR 760 Clinical Topics in Nurse Anesthesia I	2	ASNR 860 Clinical Topics in Nurse Anesthesia II	2

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
ASNR 777 Clinical Practicum III (RVSD)	6	ASNR 898 DNP Project II	2	ASNR 800 Integration of Concepts across Nurse Anesthesia Practice (RVSD)	2
ASNR 897 DNP Project I	2	ASNR 779 Clinical Practicum IV (RVSD)	6	ASNR 872 Seminar in Nurse Anesthesia II	2
		ASNR 801 Specialty Focus Simulation I	1	ASNR 781 Clinical Practicum V (RVSD)	5
				ASNR 802 Specialty Focus Simulation II	1
Total Semester Hours	11	Total Semester Hours	11	Total Semester Hours	12

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Doctor of Nurse Anesthesia Program	116	MUSC College of Health Professions	Curriculum content, Graduation requirements Online and face-to face delivery methods, share some clinical training sites	No competition for clinical experience with anesthesia residents, geographical area of the state

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Program Director Full Time	Assist with lectures in all courses as needed and chair doctoral projects	PhD in Biomedical Science, MNA (Anesthesia) – USC School of Medicine	APRN (SC), CRNA – 13 years experience
Assistant Program Director (Columbia Campus) Full Time	ASNR 771, ASNR 860, ASNR 802, ASNR 898, ASNR 797, ASNR 750 Chair doctoral projects	DNAP (Anesthesia) – University of Virginia Commonwealth	APRN (SC), CRNA – 9 years experience
Assistant Program Director (Greenville campus) Full Time	ASNR 897, ASNR 760, ASNR 801, ASNR 772, ASNR 872 Chair doctoral projects	MNA (Anesthesia) – University of South Carolina School of Medicine	APRN (SC), CRNA – 12 years experience
Clinical Coordinator Full Time	ASNR 773, ASNR 775, ASNR 777, ASNR 779, ASNR 781 Assist doctoral projects	MSN (Anesthesia) – University of South Carolina School of Medicine	APRN (SC), CRNA – 20 years experience
Faculty Full Time	ASNR 761, ASNR 762, ASNR 763, ASNR 800 Assist doctoral projects	MHS (Anesthesia) - Medical University of South Carolina	APRN (SC), CRNA - 30 years experience
Faculty Full Time	ASNR 700, ASNR 896, ASNR 795, ASNR 798 Chair doctoral projects	Anesthesia and doctoral degree required	APRN (SC), CRNA – at least 3 years experience
Faculty Full Time	PHPH 701, PHPH 705	Multiple faculty teach in their field of expertise. Doctoral degree their field	All PHPH faculty have teaching and research experience
Administrative Assistant	None, Program Administration	BS in Business Management - University of South Carolina	

Total FTE needed to support the proposed program:

Faculty: 6 + Faculty support form CON and Basic Sciences at SOM

Staff: 1

Administration: 1

One new faculty member will be added the first year. A second faculty member will be added the second year as doctoral level student numbers increase, thus allowing for the beginning of the doctoral projects. All other faculty, staff and administration, other than just mentioned, currently exist.

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

As the program currently exists, at the Masters level, all the faculty (one administrator, one staff, 4 fulltime faculty and one part-time faculty) will remain with the conversion and additional (two full time faculty will be added over the first two years) faculty will be added over the first two years. All other Faculty, Staff, and Administrative Personnel will continue their current roles and responsibilities.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Library provides electronic access to over 10,000 biomedical journals, 1,300 textbooks, 80 biomedical databases, consumer health information, an online catalog, and PASCAL. The print collection contains over 68,000 volumes. GPNA students access these resources onsite and/or remotely 24 hours per day, year round. The Library has group study rooms, study tables, individual carrels, public workstations, laser printers, a color printer, a copier, a scanning station, and current medical journals. Greenville campus students have additional access to the SOM Greenville library onsite.

Reference librarians are available during normal operating hours. Reference and literature search requests are accepted in-person, by telephone, or online. Assistance is offered in locating materials, computerized bibliographic searches, identifying authoritative web sites with quality content, using local databases, interlibrary loan requests, class presentations, and advice on library services and policies. Classes are offered on Photoshop, PubMed, Ovid, etc.

All students have access to the USC Thomas Cooper Library located on the main campus of the University. The current master's students are fully supported through the library. The future DNP students will be fully supported as well. No additional Library or Learning Resources are needed.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The University of South Carolina currently has an Office of Student Affairs and Academic Support that provides academic enrichment services to students that includes tutoring. The students enrolled in the Nurse Anesthesia Program will continue to have access to these services, so no additional funding is needed.

The office of Student Services at SOM participates in orientation programs for the nurse anesthesia students and provides assistance with registration and fee payment. They provide assistance with financial aid and assist students with referral for personal and academic counseling. They also provide assistance for students to obtain medical and dental insurance.

The Graduate School also provided appropriate support for all graduate students. The School of Medicine currently provides full support for other students in doctorate programs. The current master's students are fully supported through Student Support Services. The future DNP students will be fully supported as well. No additional Student Support Services will be necessary.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

The combined School of Medicine/PHR and Greenville campuses includes four large teaching auditoriums that are equipped with modern multimedia equipment and include videoconferencing and lecture-recording capabilities. Renovation of the third floor of the Library building at the School of

Medicine in 2016-18 created three additional classrooms. The School of Medicine maintains full-time, dedicated support staff for maintaining functional, state-of-the-art classroom audio-visual capabilities, including videoconferencing, and are on-call for all classes should any problems arise. The School of Medicine maintains its own full-time dedicated staff for facilities management on all campuses.

The University Of South Carolina School Of Medicine also provides adequate office space for the Program Administration. All program personnel, on both campuses are provided separate personal office space with computers with Internet and intranet access. There is ample secure space and equipment for maintaining program records and files.

Within both campuses, there are adequate conference rooms that are available for scheduling Committee meetings, student and faculty meetings and conducting student counseling. Most conference areas are fully equipped with audiovisual equipment needed for presentations.

The current master's students are fully supported through the Physical Resources/Facilities. The future DNP students will be fully supported as well. No additional Physical Resources/Facilities are needed.

Equipment

Identify new instructional equipment needed for the proposed program.

No new instructional equipment will be needed to be added to what exists with the current Masters of Nurse Anesthesia Program. The SOM employs full-time, dedicated support staff maintain the state-of-the-art AV capabilities, including videoconferencing, and are on-call for all classes to handle any issues on both campuses for all programs.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes – The program will use courses from the College of Nursing for this degree, which will increase enrollment in these courses. (Letter of support obtained from Dean of College Nursing)

No

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	208,000	1,333,000	208,000	1,507,000	208,000	1,889,000	0	1,889,000	0	1,889,000	624,000	8,507,000
Program-Specific Fees	44,460	300,960	44,460	331,740	44,460	362,520	0	362,520	0	362,520	133,380	1,720,260
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	254,460	1,633,960	254,460	1,838,740	254,460	2,251,520	0	2,251,520	0	2,251,520	763,380	10,227,260
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	217,770	1,349,625	215,940	1,528,050	215,940	1,894,050	0	1,894,000	0	1,894,000	649,650	8,559,675
Facilities, Equipment, Supplies, and Materials	5,000	140,000	5,000	145,000	5,000	150,000	0	150,000	0	150,000	15,000	735,000
Library Resources	5,000	10,000	2,500	12,500	2,500	15,000	0	15,000	0	15,000	10,000	67,500
Other (specify) Service Support (8.5%)	20,230	125,375	20,060	141,950	20,060	175,950	0	175,950	0	175,950	60,350	793,175
Total	248,000	1,625,000	246,000	1,827,500	246,000	2,245,000	0	2,245,000	0	2,245,000	740,000	10,187,500
Net Total (Sources of Financing Minus Estimated Costs)	6,460	8960	8,460	11,240	8,460	16,520	0	16520	0	16520	23380	69740

ACAP

03/28/2019

Agenda Item 2j

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

As all the Program Administration, Facilities, Equipment, Supplies, and Materials Library Resources will continue as established for the current master's level Nursing Anesthetist degree, there will be minimal additional resources needed in those areas from the second year forward to accommodate the summer semester. Class sizes will not increase, from the master's program, so teaching classrooms requirements will not change. The program will incur new costs, in teaching faculty, as the program will transition from a master's program to a DNP while the existing master's classes are completing the teach out phase. One additional faculty member will be hired to assist in teaching the additional courses created by the DNP conversion in Year # 1, year 2 and year 3. The doctoral level program will run 36 straight months and students will pay 3 semesters of tuition per year for 3 years, totaling 9 semesters at \$8,000 per semester. This is slightly higher than the master's tuition of \$7500 per semester and only 2 semesters per year, thus allowing for the addition of the extra faculty member. The inclusion of the College of Nursing courses that DNP students will take are accounted for and estimated fees of initially \$130,000 for Year 1 and increasing to \$150,000 for subsequent years (these fees will be paid from the School of Medicine Nurse Anesthesia budget to the College of Nursing), for teaching several online courses during the first and second years of the DNP program. The program fees are planned to remain the same at \$1700 per semester and go directly to the School of Medicine for student services etc. There will be a 2nd and 3^d year master's classes finishing as the first doctoral level cohort begins (Summer 2020) and as the master's cohorts complete the program new DNP cohorts will be added. As no new master's cohorts will be admitted from Spring 2020 on, the tuition from the doctoral level courses will take over the revenue stream from the master's tuition for the nurse anesthesia program. Financial support for courses taught by Basic Sciences Faculty at SOM will continue and is included in the totals each year.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Integrate ethical principles and respect for the individual in delivering compassionate and quality care to patients and families - including those in vulnerable populations and from diverse backgrounds.	1) Explore the role of the DNP as a leader, scholar, clinician, educator, advocate and ethical healthcare provider as well as involvement in health care policy. 2) Demonstrates effective communication skills. 3) Identify the impact of ethical-moral factors on questions studies, designs used in research, and functions of the nurse anesthetist. 4) Asses the challenges faced by vulnerable populations, such as access to healthcare and incorporate social determinants of health.	Social determinants in healthcare analysis with case studies/vignettes Formative preceptor evaluation during clinical experiences Summative faculty evaluation of clinical performance Vulnerable Population Issue presentation
Generate evidence-based practice improvement initiatives that impact patient/population outcomes, safety, quality or innovation in anesthesia care delivery or healthcare	1) Apply a conceptual framework in developing a practice improvement project for an identified practice problem/issue. 2) Integrate best evidence into patient care management. 3) Integrate the implications from current research in the anesthetic management of selected cases or topics. 4) Formulate an evidence-based anesthesia practice improvement initiative/project.	Completion of practice improvement initiative/project Faculty guided participation in Journal Clubs with peer critique using rubrics
Integrate physiological concepts, anesthesia delivery principles, and cultural understanding to create and administer anesthesia plans of care to patients across the life span.	1) Evaluate each patient’s status and formulate an individualized treatment plan throughout the perioperative process. 2) Demonstrate skill in the preoperative, operative, and postoperative management of patients across the life span. 3) Demonstrate knowledge of the integration of all body systems.	Anesthesia plans of perioperative care created for clinical encounters Formative preceptor evaluation during clinical experiences Summative faculty evaluation of clinical performance every semester
Apply systems theory, informatics, and current research to design, implement, and evaluate emerging approaches to nurse anesthesia practice and healthcare delivery.	1) Apply basic science concepts and foundational principles of anesthesia for the development of anesthesia care strategies for perioperative patients. 2) Apply information theories/models and data management knowledge to the health care setting 3) Present selected cases and anesthetic management or topics related to the practice of anesthesia in a peer review forum.	Evaluation of EBP Class Presentations Faculty guided class discussions of anesthesia cases Completion of the doctoral project with aspects of informatics and data management.
Develop and sustain collaborative relationships with patients, their families, and interprofessional teams to support healthcare policy improvement, facilitate patient safety, and improve patient outcomes.	1) Analyze learning theories as it applies to healthcare students, patients, families, staff, and peers. 2) Critique multiple leadership and management styles effective in team and individual performance. 3) Integrate patient safety strategies into all anesthesia provided services.	Evaluation of performance of educational objectives by clinical preceptors Evaluation of mentor/educator capabilities by other students and faculty Individualized Patient Anesthesia Care plans

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The USC SOM Graduate Program in Nurse Anesthesia uses a systematic evaluation processes to assess the current program's effectiveness. The SOM will continue to use a similar process to evaluate the new program objectives. As required by our accrediting body, the program collects student evaluations of the program, courses, classroom instruction, clinical instruction, and clinical sites; faculty evaluations of the program; employer evaluations of recent graduates; alumni evaluations of the program and evaluations of the program by external agencies. Student evaluations, formative and summative, are conducted by the faculty to counsel students and document student achievement of program objectives in the classroom and clinical areas. Students also complete a self-evaluation. Every degree program at USC Columbia also undergoes annual assessment by the Office of Institutional Research, Assessment and Analytics.

Outcome measures, including graduation rates, grade point averages, Council on Certification of Nurse Anesthetists' (CCNA) Certification Examination pass rates and mean scores, and employment rates and employer satisfaction are used to assess the quality of the program and level of student achievement. The program's evaluation plan is used to continuously assess compliance with accreditation requirements and to initiate corrective action should areas of noncompliance occur or recur.

Employment is tracked for an average of 2 years after graduation, with notation as to populations served by the graduate (rural/underserved), as noted above. Semi-annual committee meetings are held with faculty, student, and community involvement to review program performance, make changes, and evaluate past changes.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Accreditation from the Council on Accreditation (COA) will be sought. The USC SOM completed application will be submitted as soon as approval from CHE is received. It is estimated that the SOM will submit the application and receive accreditation from the COA by October 2019.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes - Advanced Practice Nursing License and Certification as Registered Nurse Anesthetist

No

Explain how the program will prepare students for this licensure or certification.

The Master's Program in Nurse Anesthesia already prepares its students for licensure and certification. This process will remain unchanged. Students will take the required courses for Advanced Nursing Practice licensure and to sit for the certification exam. Though courses required for Advanced Nursing Practice is unchanged, due to new COA requirements, courses to sit for the certification exam require acquisition of a Doctoral degree. This coursework has

been added to the curriculum as shown in this new program proposal. Required paperwork/documentation from the university is processed prior to the student applying for licensure and the certification exam.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No