

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Francis Marion University (FMU)**

Name of Program (include degree designation and all concentrations, options, or tracks):
Masters of Science in Nursing (MSN) Psychiatric Mental Health Nurse Practitioner (PMHNP) track

Program Designation:

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 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: **January 2020**

CIP Code: **51.3810**

Delivery Site(s): **Francis Marion University, Carter Center for Health Sciences, 200 W. Evans Street, Florence SC 29501**

Delivery Mode:

- Traditional/face-to-face
*select if less than 25% online
- Distance Education
 100% online
 Blended/hybrid (50% or more online)
 Blended/hybrid (25-49% online)
 Other distance education (explain if selected)

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

Ruth Wittmann-Price, PhD, RN, CNS, CNE, CHSE, ANEF, FAAN
Dean, School of Health Sciences and Professor of Nursing
843.661.4625
rwittmannprice@fmarion.edu

Peter King, PhD
Provost
843 661 1286
pking@fmarion.edu

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

- **Department of Nursing:** **February 1, 2018**
- **University Graduate Council:** **February 20, 2018**
- **University Senate:** **March 6, 2018**
- **University Full Faculty:** **April 3, 2018**
- **Provost:** **April 4, 2018**
- **President:** **April 4, 2018**
- **Board of Trustees:** **June 21, 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.

Francis Marion University (FMU) would like to use its successful Master's of Science Family Nurse Practitioner (FNP) program template to develop a needed program option: Psychiatric Mental Health Nurse Practitioner (PMHNP). The core MSN courses will remain the same and continue to provide the excellent needed foundational knowledge. The specialty courses and clinical practicum will emphasize PMHNP concepts and prepare the graduate to assume primary care roles in healthcare organizations and outpatient facilities to care for Pee Dee rural residents and South Carolinians with psychiatric and mental health needs.

Psychiatric and mental health needs are growing in society. This program is in response to the need to serve the residents of the Pee Dee Region and state. Historically the graduate statistics verify that over 90% of nurses educated at FMU stay, work, and live within the Pee Dee Region. Current national statistics (below) support the program's need.

- **One in five Adults has a mental health condition.** That is over 40 million Americans; more than the populations of New York and Florida **combined**.
- **Youth mental health is worsening.** Rates of youth with severe depression increased from 5.9% in 2012 to 8.2% in 2015. Even with severe depression, 76% of youth are left with no or insufficient treatment
- **More Americans have access to services...** Access to insurance and treatment increased, as healthcare reform has reduced the rates of uninsured adults. The greatest decrease in uninsured Adults with mental illnesses was seen in states that expanded Medicaid.
- **...But most Americans still lack access to care.** Fifty-six percent (56%) of American adults with a mental illness do not receive treatment. Even in Maine, the state with the best access, 41.4% of adults with a mental illness do not receive treatment.
- **There is a serious mental health workforce shortage.** In states with the lowest workforce, there is up **6 times** the individuals to only 1 mental health professional. This includes psychiatrists, psychologists, social workers, counselors, and psychiatric nurses combined.

(Mental Health America, 2018 retrieved from <http://www.mentalhealthamerica.net/>).

Assessment of Need

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

The Pee Dee Region is like all other areas of the US and SC where mental health issues are ever increasing. It is estimated that almost 44 million Americans have mental illness and of those 10 million have serious conditions such as schizophrenia or bipolar disorders. Mental Health American ranks South Carolina (SC) as 43rd nationally in access for mental health care. The most urgent needs are 24/7 crises stabilization services, healthcare for chronic mental health conditions, accessible outpatient services with increased hours of operation, additional healthcare providers and psychiatric beds, as well as community support for independent living (Greenville online, 2016, p. 1). (<http://www.greenvilleonline.com/story/news/health/2016/11/21/report-sc-mental-health-system-making-progress-but-much-more-do/93256376/>)

The SC Department of Mental Health (DMH) operates four (4) specialty hospitals, which include; 1) G. Werber Bryan Psychiatric Hospital, which provides inpatient psychiatric treatment to adults for citizens in the Midlands, Pee Dee and Low Country regions of the state, 2) Patrick B. Harris Hospital (located in the Upstate), 3) William S. Hall Psychiatric Institute (located in Columbia), and 4) Morris Village Alcohol and Drug Addiction Treatment Center (located in Columbia). The nursing homes operated by DMH include the C. M. Tucker, Jr. Nursing Care Center in Columbia, the Richard M. Campbell Veterans Nursing Home, located in the Upstate, and the Veterans Victory House, in Walterboro. (http://www.state.sc.us/dmh/center_inpatient.htm)

The closest in-patient hospital bed for a resident of the Pee Dee Region is Columbia. The out-patient Pee Dee Mental Health Centers serve Florence, Marion, and Darlington counties. (<http://www.state.sc.us/dmh/cmhc.htm#pd>)

The Psychiatric and mental health care needs for the Pee Dee Region are great. Many counties have inaccessible out-patient facilities and there are no accessible in-patient beds for patients with mental health issues. The Pee Dee Region is not immune to the overwhelming mental health needs and statistics that plague society. *The National Alliance on Mental Health* reports the following statics:

- Approximately 1 in 5 adults in the U.S.—43.8 million, or 18.5%—experiences mental illness in a given year.
- Approximately 1 in 25 adults in the U.S.—9.8 million, or 4.0%—experiences a serious mental illness in a given year that substantially interferes with or limits one or more major life activities.
- Approximately 1 in 5 youth aged 13–18 (21.4%) experiences a severe mental disorder at some point during their life. For children aged 8–15, the estimate is 13%.
- 1.1% of adults in the U.S. live with schizophrenia.
- 2.6% of adults in the U.S. live with bipolar disorder.
- 6.9% of adults in the U.S.—16 million—had at least one major depressive episode in the past year.
- 18.1% of adults in the U.S. experienced an anxiety disorder such as posttraumatic stress disorder, obsessive-compulsive disorder and specific phobias.
- Among the 20.2 million adults in the U.S. who experienced a substance use disorder, 50.5%—10.2 million adults—had a co-occurring mental illness.

(<https://www.nami.org/Learn-More/Mental-Health-By-the-Numbers>)

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Quick Facts: Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners

Typical Entry-Level Education Master's degree

Work Experience in a Related Occupation None

On-the-job Training None

Number of Jobs, 2016 203,800

Job Outlook, 2016-26 31% (Much faster than average)

Employment Change, 2016-26 64,200

Description of the Program

Projected Enrollment						
Year	Spring Headcount		Summer Headcount		Fall Headcount	
	New	Total	New	Total	New	Total
2020	6	6	6	6	6	6
2021	6	12	6	12	6	12
2022	8	14	8	14	8	14
2023	8	16	8	16	8	16

Explain how the enrollment projections were calculated.

Total enrollment projections are calculated on area need. As of May 2018 the US Department of Labor, Bureau of Labor Statistics predicts a 31% increase in employment of nurse practitioners between 2016 and 2026 (<https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm#tab-6>). Hospitals currently employ 26% of all Advanced practice Registered Nurses (APRNs) (<https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm#tab-3>).

SC is in the mid-range of location quotient for Nurse Practitioners indicating that growth can be accommodated and is needed in the state (<https://www.bls.gov/oes/current/oes291171.htm#st>).

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

- Yes
- No

Admission requirements for students to enroll in the PMHNP track will be the same for the existing Family Nurse Practitioner (FNP) track. The admission criteria are:

To receive a Master’s Degree in Nursing as a Psychiatric Mental Health Nurse Practitioner from FMU, a student must fulfill the following requirements:

1. Complete 55 graduate credit hours, which include over 500 practicum hours.
 - a. Graduate Nursing Core Courses (All MSN program options) 12 Hours
 - APRN 501 Advanced Practice Role: Theory and Knowledge Development
 - APRN 502 Biostatistics
 - APRN 503 Advanced Research and Evidence-based Practice
 - APRN 504 Health Policy and Leadership
 - b. Direct Care Core (All MSN program options)19 Hours
 - APRN 505 Population Health and Epidemiology
 - APRN 506 Health Systems and Risk Management
 - APRN 507 Patient Education and Advocacy
 - APRN 601 Advanced Pathophysiology
 - APRN 602 Advanced Pharmacology
 - APRN 603 Advanced Physical Assessment and Health Promotion
 - c. Functional Area Content (Specific to each MSN program option).....24 Hours

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| APRN 707 | Clinical Decision-making and Ethics |
| APRN 719 | Psychiatric and Mental Health Assessment in Rural Populations |
| APRN 720 | Differential Diagnoses of Psychiatric and Mental Health Issues in the Rural Population |
| APRN 721 | Interventions for Psychiatric and Mental Illness in Rural Populations |
| APRN 722 | Psychiatric and Mental Health Nursing Internship I |
| APRN 723 | Psychiatric and Mental Health Nursing Internship II |
1. Achieve a 3.0 overall grade point average for all graduate courses.
 2. Make application for graduation at the beginning of the semester in which the last course will be taken.

Curriculum

New Courses

List and provide course descriptions for new courses.

Five (5) new courses are proposed for this program of study.

719 Psychiatric and Mental Health Assessment in Rural Populations (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603). This course discusses clinical and psychosocial assessment tool for patients, families, and communities experiencing psychiatric or mental health issues. Emphasis is place on rural and underserved populations and patients across the lifespan.

720 Differential Diagnoses of Psychiatric and Mental Health Issues in Rural Populations (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603). This course discusses the psychiatric and mental health diagnoses and related manifestations and behaviors. Emphasis is place on rural and underserved populations and patients across the lifespan.

721 Interventions for Psychiatric and Mental Illness in Rural Populations (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603). This course discusses pharmacological and non-pharmacological interventions for psychiatric and mental illnesses in rural and underserved populations and patients across the lifespan.

722 Psychiatric and Mental Health Nursing Internship I (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 719, 720, 721). This course provides the learner with the opportunity for in-depth experience in the management of chronic psychiatric and mental health problems in patients across the lifespan. The learner expectations include complete care management and decision-making for chronic psychiatric and mental health problems healthcare needs of patients across the lifespan. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with chronic psychiatric and mental health problems healthcare conditions.

723 Psychiatric and Mental Health Nursing Internship II (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 719, 720, 721). This course provides the learner with the opportunity for in-depth experience in the management of acute psychiatric and mental health problems in patients across the lifespan. The learner expectations include complete care management and decision-making for acute psychiatric and mental health problems healthcare needs of patients across the lifespan. This course will also discuss health promotion,

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teaching, and disease prevention for rural and underserved patients, families, and communities living with acute psychiatric and mental health problems healthcare conditions.

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Total Credit Hours Required: **55 semester hours**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
		APRN 501 Advanced Practice Role Theory and Knowledge Development	(3) (online)	APRN 503 Advanced Research and Evidence-based Practice	(3) (online)
		APRN 502 Biostatistics	(3) (online)	APRN 603 Advanced Physical Assessment and Health Promotion	(4:3-5) (45 laboratory hours) (on campus)
		APRN 601 Advanced Pathophysiology	(3) (on campus)		
		APRN 504 Health Policy and Leadership	(3) (online)		
Total Semester Hours		Total Semester Hours	12	Total Semester Hours	7
Year 2					
Fall		Spring		Summer	
APRN 602 Advanced Pharmacology	(3) (on campus)	APRN 505 Population Health and Epidemiology	(3) (online)	APRN 506 Health Systems and Risk Management	(3) (online)
APRN 507 Patient Education and Advocacy	(3) (online)	720 Differential Diagnoses of Psychiatric and Mental Health Issues in Rural Populations	(4:2-6) (90 clinical hours) (hybrid)	APRN 707 Clinical Decision-making and Ethics	(3) (online)
719 Psychiatric and Mental Health Assessment in Rural Populations	(5:2-9) (135 clinical hours) (hybrid)			721 Interventions for Psychiatric and Mental Illness in Rural Populations)	(4:2-6) (90 clinical hours) (hybrid)
Total Semester Hours	11	Total Semester Hours	7	Total Semester Hours	10

Agenda Item 5e Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
722 Psychiatric and Mental Health Nursing Internship I	(4:1-9) (135 clinical hours)				
723 Psychiatric and Mental Health Nursing Internship II	(4:1-9) (135 clinical hours)				
Total Semester Hours	8				

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
Psychiatric Mental Health Nurse Practitioner (PMHNP))	45-48 hours	University of South Carolina	MSN and DNP	The program does not emphasize psychiatric care of o rural populations, which is the majority of the Pee Dee Region. Of the twelve (12) DHEC defined Pee Dee counties, only four (4) counties are not listed as rural. FMU's program is 55 semester hours to emphasize rural care.
Psychiatric Mental Health Nurse Practitioner (PMHNP)	36 hours	Medical University of South Carolina	MSN to DNP	The focus is on a DNP degree.
Psychiatric Mental Health Nurse Practitioner (PMHNP)	49 hours	Anderson University	MSN and DNP	Completely online and not a rural population focus.
http://bulletin.sc.edu/preview_program.php?catoid=68&poid=3792&returnto=1904				

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

Francis Marion University (FMU) will hire a full-time faculty member who has the credentials of Psychiatric Mental Health Nurse Practitioner (PMHNP) to establish the program, secure practicum sites, market, recruit, begin the accreditation process, and interview students. The full-time faculty person will be the program director and teach nine credits each semester.

An administrative assistant will be shared with other nursing programs.

Agenda Item 5e 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.)
Associate Professor Full-time (Currently teaching these courses at FMU)	APRN 501 Advanced Practice Role Theory and Knowledge Development APRN 504 Health Policy and Leadership	Undergraduate Degree: BSN 1989- Medical University of South Carolina (MUSC) at FMU Graduate Degrees: DNP –2009- University of South Carolina (USC) MSN/FNP –1993- USC	<ul style="list-style-type: none"> • Critical Care • Primary care in outpatient settings FNP Director ANCC Certification as a Family Nurse Practitioner, #0195098
Assistant Professor Full-time (Currently teaching these courses at FMU)	APRN 502 Biostatistics APRN 503 Advanced Research and Evidence-based Practice	BSN Undergraduate Degree: RN Clemson University Graduate Degrees: PhD –2016- MUSC	
Instructor Full-time (Currently teaching this course at FMU)	APRN 505 Population Health and Epidemiology	Undergraduate Degree: BSN USC - Columbia Graduate Degrees: MSN- 2016 – Frontier Nursing University	ANCC Certification as a Family Nurse Practitioner, # 20776
Assistant Professor Full-time (Currently teaching these courses at FMU)	APRN 506 Health Systems and Risk Management APRN 507 Patient Education and Advocacy	Undergraduate Degree: RN component of MSN/FNP Program- 1998- Vanderbilt University Graduate Degrees: DNP –2014- MUSC MSN/FNP –1999- Vanderbilt University	ANCC Certification as a Family Nurse Practitioner, # 034259
Assistant Professor Full-time (Currently teaching this course at FMU)	APRN 601 Advanced Pathophysiology	Undergraduate Degree: BSN 1996- Allentown College Graduate Degrees: MSN/FNP –2000- DeSales University Post-Master’s in Nursing Education- 2004- Villanova University DNP student at Chatham University, August, 2017	ANCC Certification as a Family Nurse Practitioner, #2006010552
Instructor Part-time	APRN 602 Advanced Pharmacology	Undergraduate Degree(s): BS Pharmacology 1986- MUSC	SC Pharmacist License #6585 Board Certification in Pharmacotherapy from the Board of Pharmaceutical

<p>Agenda Item 5e (Current) teaching this course at FMU)</p>		<p>Graduate Degree(s): PharmD 1988- MUSC Post Doc-Pharm Family Medicine- 1989- MUSC</p>	<p>Specialties # 293272</p>
<p>Associate Professor Full-time (Currently teaching these courses at FMU)</p>	<p>APRN 603 Advanced Physical Assessment and Health Promotion APRN 714 Acute Care of Young Adults</p>	<p>Undergraduate Degree: BSN 1992- California State University Graduate Degrees: DNP- 2003- Rush University MSN/PNP-1997- Fresno State University MSN/FNP –1995- Fresno State University</p>	<p>ANCC Certification as a Family Nurse Practitioner, # 0359581 Eligible for Pediatric Nurse Practitioner also</p>
<p>Assistant Professor Full-time (Currently teaching these courses at FMU)</p>	<p>APRN 707 Clinical Decision-making and Ethics APRN 715 Acute Care of Adults</p>	<p>Undergraduate Degree: BSN 2004- MUSC Graduate Degrees: DNP- 2012- MUSC MSN/FNP –2012- MUSC</p>	<p>AANP Certification as a Family Nurse Practitioner, # F0512416</p>
<p>Assistant Professor FT Tenure track (New Hire)</p>	<p>APRN 719 Psychiatric and Mental Health Assessment in Rural Populations (5:2-9)</p> <p>APRN 720 Differential Diagnoses of Psychiatric and Mental Health Issues in Rural Populations (4:2-6)</p> <p>APRN 721 Interventions for Psychiatric and Mental Illness in Rural Populations (4:2-6)</p> <p>APRN 722 Psychiatric and Mental Health Nursing Internship I (4:1-9)</p> <p>APRN 723 Psychiatric and Mental Health Nursing Internship II (4:1-9)</p>	<p>DNP or PhD</p>	<p>Psychiatric/Mental Health Certification</p>

Total FTE needed to support the proposed program (1)
Faculty: One full-time faculty member who has the credentials of Psychiatric Mental Health Nurse Practitioner (PMHNP) will be hired.

Faculty, Staff, and Administrative Personnel

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

The Director will be hired to teach the psychiatric/mental health specific courses and administrate the program. Current faculty have expertise in rural care, both primary and acute and will be able to teach the adult courses. Preceptors are used for all NP practicum hours and will be sought out with the specific intent of overseeing students in rural psychiatric and mental health settings patients.

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 James A. Rogers University Library has adequate resources for nursing and business courses. The library is easy to access online at <http://libguides.fmarion.edu/offcampus>. The nursing program has a library liaison, Faith Keller, who is available to assist graduate nursing students with library services. The FMU library has three main vendors (Gale, EBSCO, and ScienceDirect), and two partnerships (DISCUS and PASCAL) which provide access to over 150 databases, including CINAHL, MEDLINE, and UpToDate. (Ms. Faith Keller, Nursing Liaison Librarian, personal communication, October 18, 2016). The FMU library resources are accessible from off-campus locations with the FMU ID card. These resources ensure that students can access the most up-to-date evidence. Dr. Tracy George, Assistant Professor of Nursing, is the library representative for the nursing program.

Learning Resources:

Additionally, no new resources or facilities will be needed. FMU is well-equipped with a multitude of students services as seen listed below.

- Computer and technology services
- SwampFox Emergency alert
- Writing Center available online
- Counseling and Testing provides professional counselors
- Student Health Services provides health care.
- University Center provides students with athletic facilities.
- Local police station is located one block from the Carter Center for Health Sciences (CCHS) building.
- FMU Patriot Bookstore
- Financial services

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- Faculty tutoring via email or by Skype.
- Simulation and skills laboratory hours

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.

No new services will be needed for the PMHNP program. There are open laboratory hours at the Luther F. Carter Center for Health Sciences (CCHS) and a state-of-the art simulation laboratory. Additionally, clinical courses summative evaluations use the eight (8) Objective Standardized Clinical Examination (OSCE) rooms at CCHS.

Physical Resources/Facilities

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

FMU's CCHS building in downtown Florence is located near McLeod Regional Medical Center. CCHS has over 52,000 square feet and currently houses the following programs: Family Nurse Practitioner, Physician Assistants, Clinical Psychology, Speech-Language Pathology, and third and fourth year medical students from the University of South Carolina/Greenville. The building also houses the DNP program faculty and any graduate nursing student who wishes to be advised in person. The CCHS also has a 150-seat auditorium to accommodate interprofessional and community conferences.

Equipment

Identify new instructional equipment needed for the proposed program.
No new instructional equipment will be needed for the PMHNP program.

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

No

The proposed program will increase numbers of students enrolled in core and direct care advanced nursing courses. The core and direct care advanced nursing courses at this time can accommodate additional students. The core and direct care advanced nursing courses are taught online and if classes exceed a reasonable amount of students they are divided into two (2) classes and the faculty member is given the option of being paid for two (2) courses or requesting another faculty member to teach the second course section.

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Tuition Funding	85,214	85,214	220,613	220,613	288,987	288,987	334,120	334,120	347,443	347,443	1,276,377	1,276,377
Program-Specific Fees												
Special State Appropriation – Allocation		30,000		60,000		70,000		80,000		80,000		320,000
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	85,214	115,214	220,613	280,613	288,987	358,987	334,120	414,120	347,443	427,443	1,276,377	1,596,377
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Program Administration and Faculty/Staff Salaries	112,000	152,128	112,000	192,255	132,000	225,631	132,000	239,007	132,000	239,007	620,000	1,048,029
Facilities, Equipment, Supplies, and Materials		5,451		10,901		12,718		14,535		14,535		58,139
Library Resources		2,809		5,618		6,554		7,491		7,491		29,962
Other (Indirect Costs - Allocation)		24,478		48,956		57,115		65,274		65,274		261,098
Total	112,000	184,865	112,000	257,730	132,000	302,019	132,000	326,307	132,000	326,307	620,000	1,397,228
Net Total (Sources of Financing Minus Estimated Costs)	(26,786)	(69,651)	108,613	22,883	156,987	56,968	202,120	87,813	215,443	101,136	656,377	199,149

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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.

Analysis of the program financial operations shows that program would generate revenues sufficient to cover direct new program costs beginning in the second year of operation. The year one net loss is solely due to the programmatic administration cost only being allocated across one cohort of student tuition revenues.

The totals columns seek to provide the estimated new and indirect costs that will be redirected towards the program and its students. The program will become self-sustaining beginning in year two and continue to grow until the maximum planned students of 16 per academic (2 cohorts of 8) are fully obtained.

Overall, this program will enhance the current offering for nurse practitioners, increase program demand and increase overall net incomes for the school and FMU.

Personnel:

The proposed program track will require a faculty member with expertise in psychiatric and mental health care. Administrative assistance will be used for all nursing graduate programs and therefore only partially paid from the PMHNP program. Some part-time instruction has been added in the third year. No annual increases have been applied.

Tuition:

Tuition is calculated at the 2018-19 rate with no increases.

Equipment and Supplies:

This will include printing and marketing of the program in the Pee Dee Region of SC.

Evaluation and Assessment

Program Objectives (for PMHNP track)	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
1. Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered psychiatric and mental health care thereby enhancing human flourishing for patients, families, and communities in rural and	Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing.	<ul style="list-style-type: none"> • Clinical evaluations • Change project

underserved environments.		
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice.	Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice.	<ul style="list-style-type: none"> • Research proposal • Clinical evaluations
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and excellence in the nursing profession.	Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and excellence in the nursing profession.	Clinical practice and interprofessional simulation experiences
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for psychiatric and mental health care for patients, families, and communities in rural and underserved environments.	Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Clinical practice using documentation systems, telemedicine, and UptoDate evidence-based practice apps
5. Apply advanced concepts in science and nursing knowledge to implement mental health promotion and disease prevention.	Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.	<ul style="list-style-type: none"> • Clinical practice • Patient education project
6. Employ knowledge in health policy and financing of healthcare in order to promote healthcare access and	Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	<ul style="list-style-type: none"> • Health policy project • Providing value-based care in clinical practice as noted on evaluation

availability to promote human flourishing for young adults, older adults, and frail elderly patients from rural and underserved environments.		
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care.	Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	<ul style="list-style-type: none"> • Project in ethics course • Clinical practice evaluations
8. Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care for psychiatric and mental health patients, families, and communities in rural and underserved environments.	Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care.	<ul style="list-style-type: none"> • Clinical evaluations • Discussion boards

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 systematic evaluation plan (SEP) for the PMHNP program will track data for the following program outcomes and use trended data analyzed systematically for process improvements (PIs).

Program Outcome	Data Collection Methods	Benchmark	Time for analysis	Anticipated PI Based on Possible Data
Retention rates	Collect number of students enrolled and complete the program in 150% of program length.	80% of admitted students complete in 150% of program time.	Each semester student progress will be recorded and data will be aggregated at each graduation	If benchmark is not met after two (1) graduating cohorts or one (1) academic year, the nursing Graduate Committee will review admission criteria and individual courses attrition and the course evaluation methods.

Certification rates	Certification first-time pass data will be collected through the certification organization and/or direct communication with graduates.	90% will pass certification on their first attempt.	Every calendar year after the first graduating cohort.	If certification rates fall below 90%, the NGC will review entire curriculum matrix for content deficits and increase objective proctored testing methods.
Graduate satisfaction rates	Satisfaction data will be collected via electronic survey at one (1) year post graduation for each cohort.	80% satisfaction rate at 4 to 5 on a five (5)-point Likert scale.	Every cohort will be surveyed.	If satisfaction rates are under the established benchmark, nursing faculty will develop focus groups to gain qualitative data needed for PI.
Employee satisfaction rates	Satisfaction data will be collected via electronic survey at one (1) year post graduation for each cohort.	80% satisfaction rate at 4 to 5 on a five (5)-point Likert scale.	Employers of every cohort will be surveyed.	If satisfaction rates are under the established benchmark, nursing faculty will interview leadership at the psychiatric/mental health care organizations to gain qualitative data needed for PI.

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

The PMHNP program proposal will trigger a substantive change report to the Accreditation Commission for Education of Nurses (ACEN). The accreditation substantive change report will be submitted the Spring of 2020 before the first class enters to ensure accreditation by graduation.

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

Yes

No

Explain how the program will prepare students for this licensure or certification.
 The American Nurses Credentialing Center (ANCC) certifies

Psychiatric–Mental Health Nurse Practitioner Certification Credential Awarded: PMHNP-BC

Eligibility Criteria (<http://www.nursecredentialing.org/FamilyPsychNP-Eligibility.aspx>)

Hold a current, active RN license

Hold a master's, postgraduate, or doctoral degree* from an adult–gerontology acute care nurse practitioner program accredited by the Commission on Collegiate Nursing Education (CCNE), the Accreditation Commission for Education in Nursing (ACEN) (formerly NLNAC | National League for Nursing Accrediting Commission) or National League for Nursing Commission for Nursing Education Accreditation (CNEA).

A minimum of 500 faculty-supervised clinical hours must be included in your nurse practitioner program.

Three separate, comprehensive graduate-level courses in:

- Advanced physiology/pathophysiology, including general principles that apply across the life span
- Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts, and approaches
- Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents

Content in:

- Health promotion and/or maintenance
- Differential diagnosis and disease management, including the use and prescription of pharmacologic and nonpharmacologic interventions

AND clinical training in at least two psychotherapeutic treatment modalities.

*Candidates may be authorized to sit for the examination after all coursework for the degree is complete, prior to degree conferral, provided that all other eligibility requirements are met. Please note, Validation of Education form and transcript showing that coursework is completed are required before authorization to test will be issued. ANCC will retain the candidate's exam result and will issue certification on the date the requested documents are received, all eligibility requirements are met, and a passing result is on file.

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