Substantive Change Cover Sheet

General Information

Submission Date: November 17, 2020

Name of Institution: Middle Tennessee State University (MTSU)

Summary of Substantive Change:

In one to two sentences, please describe the substantive change being addressed in the notification (if submitting multiple changes, please list each change separately):

1. Change in Program Tracks/Concentrations: Development of a New Track or Concentration: Addition of Psychiatric Mental Health Nurse Practitioner (PMHNP) Track

2. Change in Focus of APRN Certificate from Family Nurse Practitioner (FNP) to PMHNP

3. Major Curricular Revisions: MSN FNP Track

Degree Program(s) Affected:

- ☐ Baccalaureate
- ☒ Master's
- ☐ Doctor of Nursing Practice
- ☐ Post-Graduate APRN Certificate

Enrollments and Campus Locations

Regardless of which program(s) are affected by the substantive change, please identify all baccalaureate, master's, Doctor of Nursing Practice, and post-graduate APRN certificate tracks offered by the nursing unit. For each track, list current enrollment data. The institution may add or delete rows in the following tables as necessary.

Baccalaureate Program

☐ The institution does not offer a baccalaureate degree program in nursing.

Only include nursing students (not pre-nursing students).

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Generic/Traditional/Pre-licensure	1988	253	MTSU
RN-BSN/Post-licensure	N/A		
Second Career/Fast Track/Accelerated	N/A		
Other *(specify)*:	N/A		

Master's Program

☐ The institution does not offer a master's degree program in nursing.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Track Name: FNP	2017	167	MTSU - Online
Track Name: PMHNP	2020	15	MTSU - Online
Track Name:			

Doctor of Nursing Practice Program

☒   The institution does not offer a Doctor of Nursing Practice program.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Track Name:			
Track Name:			
Track Name:			

Post-Graduate APRN Certificate

☐   The institution does not offer a post-graduate APRN certificate program.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Track Name: PMHNP	2020	6	MTSU - Online
Track Name:			
Track Name:			

Please note: This cover sheet cannot be used for the submission of self-study documents or continuous improvement progress reports.

MIDDLE TENNESSEE STATE UNIVERSITY

MASTER OF SCIENCE IN NURSING

COMMISSION ON COLLEGIATE NURSING EDUCATION

SUBSTANTIVE CHANGE PROSPECTUS

SUBMITTED November 20, 2020

TYPE OF SUBSTANTIVE CHANGE:

1. Major Curricular Revisions: MSN FNP Track

2. Change in Program Tracks/Concentrations: Development of a New Track or Concentration: Addition of Psychiatric Mental Health Nurse Practitioner (PMHNP) Track and Change in Focus of APRN Certificate from Family Nurse Practitioner (FNP) to PMHNP.

DATE OF IMPLEMENTATION: AUGUST 24, 2020

Substantive Change 1: MAJOR CURRICULAR CHANGES FOR MSN-FNP TRACK

Overview of the Change

The purpose of this component of the substantive change document is to notify CCNE that Middle Tennessee State University (MTSU) School of Nursing (SON) is completing a major curricular revision for the MSN-FNP track.

The MTSU SON currently awards a Master of Science in Nursing (MSN) degree in the Family Nurse Practitioner (MSN-FNP) Concentration and an FNP Post-Master's Certificate (PMC-FNP) that is fully accredited by CCNE. The letters confirming original accreditation date of this program as of February 12, 2018, are in Appendix A.

The current FNP curriculum was developed in 2006, according to current practice, accreditation, and national certification standards at that time. Each year, the current curriculum has been reviewed, revised, and altered to fit current national standards. As part of this proposal, the current FNP curriculum is being completely redesigned, combining class and clinical courses to meet the recommendations made during our accreditation site visit in 2018. Course descriptions are outlined in Appendix B

The focus for all specialty courses (FNP) will be caring for clients across the lifespan. Additionally, all core courses have been restructured and redesigned to include updated student learning outcomes, assignments, and assessments according to current best practice guidelines that prepare students specifically for practice as FNPs and PMHNPS.

Core courses are designed to better prepare graduate students for a practice discipline in healthcare's current and future climate. It is anticipated that the proposed redesign will make our program more attractive to potential students and offer a degree that aligns with current practice standards. The redesigned curriculum comprises 42 credit hours compared to the current curriculum with 47 credit hours.

Clinical clock hours have also been decreased from 720 clock hours to 630 clock hours, emphasizing specific encounters based on individuals and families across the lifespan (adult, geriatric, OB/GYN, adolescents, and pediatrics). Streamlining content and reducing redundancy allowed the curriculum's required number of credit hours to decrease while still maintaining essential content. It is anticipated that this decrease in credit hours will make the MSN program more marketable and align the MTSU SON MSN program with other programs across the nation.

The MSN core courses will serve as the foundation for both FNP and PMHNP degrees. All courses will continue to be delivered via the asynchronous online learning environment. To ensure adequate rigor, the curriculum will incorporate new approaches and technologies that support online education. To that end, we anticipate increasing interaction in most courses by including a video component for various assignments, including introductions and discussion boards. Video interaction improves student and faculty engagement and provides an additional strategy for assessment.

Further, students will produce PowerPoint presentations that include audio and video (using Panopto). Assignments requiring audio and video allow students to show their competency in communication and their ability to produce professional presentations for peers and faculty in the online learning environment. Also, to promote exam security, Examity, an exam proctoring service, will eventually be implemented throughout the program. The FNP specialty courses have already incorporated Examity, as have several other courses.

There will be options for an accelerated (Table 1) or a part-time (Table 2) program of study (POS). The current program, and the proposed programs, will continue to increase access to graduate education for practicing nurses who need flexibility in scheduling and for those in remote areas.

This education program is designed to offer flexible and accessible educational offerings for working nurses who wish to pursue an advanced practice degree. The quality of this program mirrors educational programs offered in the traditional on-ground method. The MSN program will continue as an online (distance) education offering and a 6-hour onsite orientation for incoming students.

Table 1. Accelerated Program of Study

FNP Accelerated POS		
Semester 1	**Semester 2**	**Semester 3**
NURS6110 Advanced Health Assessment (4) NURS6111 Advanced Pathophysiology (3) NURS6112 Advanced Pharmacology (3) Total: 10	NURS6010 Theory & Evidence Based Practice (3) NURS6011 Health Promotion & Disease Prevention Across the Lifespan (3) NURS6210 Family Healthcare Diagnosis & Management I (Didactic 4 credit hours/Clinical 2 credit hours [180 clinical hours]) Total: 12	NURS6013 Ethics, Healthcare Policy, & Economics (3) NURS6012 Diversity & Caring for Special Populations (3) NURS6211 Family Healthcare Diagnosis & Management II (Didactic 4 credit hours/Clinical 2 credit hours [180 clinical hours]) Total: 12
Semester 4		
NURS6014 NP Role & Leadership in Healthcare (3) NURS6213 Family Healthcare Diagnosis & Management Intensive (Didactic 2 credit hours/Clinical 3 credit hours [270 clinical hours]) Total: 8	Total: 42 Credit Hours	

Table 2. Part-Time Program of Study

FNP Part-Time POS		
Semester 1	**Semester 2**	**Semester 3**
NURS6111 Advanced Pathophysiology (3) NURS6010 Theory & Evidence Based Practice (3) Total: 6 hours	NURS6112 Advanced Pharmacology (3) NURS6013 Ethics, Healthcare Policy, & Economics (3) Total: 6 hours	NURS6014 NP Role & Leadership in Healthcare (3) NURS6011 Health Promotion & Disease Prevention Across the Lifespan (3) Total: 6 hours
Semester 4	**Semester 5**	**Semester 6**
NURS6110 Advanced Health Assessment (4) NURS6012 Diversity & Caring for Special Populations (3) Total: 7 hours	NURS6210 Family Healthcare Diagnosis & Management I (Didactic 4 credit hours/Clinical 2 credit hours [180 clinical hours]) Total: 6 hours	NURS6211 Family Healthcare Diagnosis & Management II (Didactic 4 credit hours/Clinical 2 credit hours [180 clinical hours]) Total: 6 hours
Semester 7		
NURS6213 Family Healthcare Diagnosis & Management Intensive (Didactic 2 credit hours/Clinical 3 credit hours [270 clinical hours]) Total: 5 hours	Total: 42 Credit Hours	

Compliance with CCNE Key Elements – Standard III – MSN-FNP REVISED Curriculum

Standard III: Program Quality: Curriculum and Teaching-Learning Practices

Key Element III-A. The curriculum is developed, implemented, ad revised to reflect clear statements of expected student outcomes that:
- Are congruent with the program's mission and goals;
- Are congruent with the roles for which the program is preparing its graduates; and
- Consider the needs of the program-identified community of interest

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes related to the roles for which students are being prepared.

Program Response:
Data from student exit surveys, alumni surveys, employer surveys, and student course evaluations were analyzed and evaluated by the faculty and the CC. Information from our communities of interest provided the evidence to support the need for curriculum revision. The revised curriculum provides a solid foundation for the MSN-FNP. The curriculum plan (both didactic and clinical) is consistent with nationally recognized core and population-focused role competencies and educational standards.

Outcomes identified for the MSN-FNP, MSN-PMHNP, and PMHNP-PMC programs are congruent with the mission and goals of the University and the SON. Current MSN Program Outcomes are outlined in Table 3. The graduate program outcomes relate to the role for which students are being prepared, specifically the FNP and PMHNP role.

Both master's and post master's certificate students must successfully meet these outcomes. The foundation provided by graduate-level coursework allows MSN and PMC students to begin their specialty coursework and ultimately meet these goals.

Table 3. Congruency of Mission & Graduate Program Outcomes

School of Nursing Mission	School of Nursing Goals	Graduate Nursing Program Outcomes
The mission of the MTSU SON is to provide excellence in nursing education by preparing individuals to meet the dynamic and complex healthcare needs of society. Through robust academic programs, the School of Nursing demonstrates its' commitment to the art and science of nursing.	Maintain and enhance the academic quality of the School of Nursing through the accreditation and reaccreditation of all programs. Create a positive environment to support excellence in advising, teaching, and learning. Maintain partnerships with health care agencies to offer quality clinical and volunteer experiences for SON students, adding agency	Demonstrate synthesis and application of knowledge from nursing and related disciplines as the basis for clinical judgment and nursing practice to improve care delivery and health outcomes across populations. Apply knowledge of organizational and leadership theories within the systems of healthcare using ethical principles to improve outcomes, manage risks, and provide cost-effective care. Engage in self-reflection that fosters personal well-being, commitment to lifelong learning, nursing expertise, and leadership. Utilize principles of safety science and quality to improve care delivery, and to create a culture of patient, provider, and workplace safety.

	partnerships as appropriate. Improve partnerships with health care agencies/interdisciplinary groups to establish and/or maintain research opportunities for Faculty.	Generate, synthesize, translate, apply, and disseminate knowledge to improve health outcomes, resolve practice problems, and transform health care. Use appropriate technologies to enhance health care services and improve health outcomes. Develop and promote a professional identity that reflects nursing characteristics, norms, and values while adhering to ethical principles to carry out professional responsibilities. Collaborate effectively across professions, with patients and families, and within communities to enhance care, improve outcomes, and reduce costs. Identify and engage partners at local, community, regional, and global levels to support and improve population health outcomes consistent with epidemiologic, genetic, and genomic data to design evidence-based approaches. Provide person-centered evidence-based holistic care through continuous evaluation of interventions to improve care delivery and health care outcomes..

All FNP specialty courses were revised with updated course outcomes that specifically flow from program outcomes and address FNP Essentials. Table 4 outlines course outcomes for each of these courses.

Table 4. FNP Course Outcomes

NURS 6012 Diversity & Caring for Special Populations	NURS 6210 FNP D&M I	NURS 6211 FNP D&M II	NURS 6213 FNP D&M Intensive
Explore broad determinants of health, including economics, culture, and ethnicity, and their influence on individual and population health. (PO 1) (MSN Essential I)	Recognize theoretical concepts of health promotion and disease prevention, anticipatory guidance, and counseling to individuals and communities with special emphasis on diversity and social determinants of health. (PO 1, 2) (MSN Essential I, II)	Apply theoretical concepts of health promotion and disease prevention, anticipatory guidance, and counseling to individuals and communities with special emphasis on diversity and social determinants of health. (PO 1, PO 7) (MSN Essentials I, VI)	Practice autonomously at the entry-level in the role of a family nurse practitioner based on the rules and regulations of the board of nursing in the state in which they will practice (PO1, PO5, PO7) (MSN Essentials I, IV, VI)
Identify practice areas where patients experience healthcare disparities. (PO 7) (MSN Essential VI)	Demonstrate clinical and diagnostic reasoning by generating appropriate differential diagnoses for common episodic, acute,	Demonstrate clinical and diagnostic reasoning by generating accurate differential diagnoses for common episodic, acute, and chronic conditions in	Describe the requirements and process for a national certification examination and credentialing as a family nurse practitioner.

	and chronic conditions. (PO 1) (MSN Essential I)	community and outpatient settings for patients across the lifespan. (PO 5) (MSN Essential IV)	(PO1, PO7) (MSN Essentials I, VI)
Identify evidence and develop practice approaches that will focus on improving health outcomes for diverse and special populations. (PO 3, 4, 1O) (MSN Essential II, III, IX)	Utilize knowledge from nursing and related disciplines, including assessment, laboratory, and diagnostic data, to identify high-quality, cost-effective, appropriate management plans to prevent disease, promote and restore health, and manage common episodic, acute, and chronic conditions in diverse settings. (PO 2, 5) (MSN Essential II, IV)	Utilize knowledge from nursing and related disciplines, including assessment, laboratory, and diagnostic data, to develop high-quality, cost-effective, appropriate management plans to prevent disease, promote and restore health, and manage common episodic, acute, and chronic conditions. (PO 2, PO 3, PO 10) (MSN Essential II, IX)	Apply theoretical concepts of health promotion and disease prevention, anticipatory guidance, and counseling to individuals and communities with special emphasis on diversity and social determinants of health. (PO1, PO10) (MSN Essentials I, II, IX)
Describe collaborative, evidence-based, patient-centered plans of care that incorporates the patient's cultural and spiritual preferences, values, and beliefs and improves health outcomes for diverse and special populations. (PO 10) (MSN Essential IX, II)	Identify evidence-based traditional and complementary pharmacological interventions into the treatment and management of common episodic, acute, and chronic conditions. (PO 1) (MSN Essential I)	Integrate evidence-based traditional and complementary pharmacological interventions into the treatment and management of common episodic, acute, and chronic conditions. (PO 1, PO9) (MSN Essential I, VIII)	Demonstrate clinical and diagnostic reasoning by generating accurate differential diagnoses for common episodic, acute, and chronic conditions in community and outpatient settings for patients across the lifespan. (PO5) (MSN Essential IV)
Identifies common acute and chronic physical and mental illnesses, including acute exacerbations and complications, and determines appropriate screening tools, assessments, and diagnostic data to identify high-quality, cost-effective, appropriate plans of care (pharmacological and nonpharmacological) for diverse and special populations. (PO 2, 4) (MSN Essentials II, III)	Describe collaborative, evidence-based, patient-centered plans of care that consider ethical, social, spiritual and economic components of care. (PO 1) (MSN Essential I)	Develop collaborative, evidence-based patient-centered plans of care that incorporate ethical, social, spiritual, and economic components of care. (PO 3, PO 9) (MSN Essential II, VIII)	Utilize knowledge from nursing and related disciplines, including assessment, laboratory, and diagnostic data, to develop high-quality, cost-effective, appropriate management plans to prevent disease, promote and restore health, and manage common episodic, acute, and chronic conditions. (PO2, PO3, PO5, PO10) (MSN Essentials II, IV, IX)
Explore methods to coordinate transitions in care and across settings by identifying the strengths of inter-professional colleagues and other available resources to enhance the effectiveness of outcomes for individuals and	Define the role of the nurse practitioner in the identification of outcomes and the systematic, comprehensive assessment of individuals, families, and populations. (PO 3, 7) (MSN Essentials II, VI)	Explain the role of the nurse practitioner in the identification of outcomes and the systematic, comprehensive assessment of individuals, families, and populations. (PO 5) (MSN Essential V)	Integrate evidence-based traditional and complementary pharmacological interventions into the treatment and management of common episodic, acute, and chronic conditions. (PO1, PO3, PO9) (MSN Essentials I, II, VIII)

families. (PO 8, 9) (MSN Essential VII, VIII)			
	Describe innovative strategies and technologies that promote health, prevent disease, and manage common episodic, acute, and chronic conditions. (PO 6) (MSN Essentials V)	Explore innovative strategies and technologies that promote health, prevent disease, and manage common episodic, acute, and chronic conditions. (PO 6) (MSN Essential V)	Develop collaborative, comprehensive, evidence-based patient-centered plans of care that incorporate ethical, social, spiritual, and economic components of care. (PO3, PO9) (MSN Essentials II, VIII)
	Utilize evidence-based resources to support appropriate communication with patients and inter-professional colleagues. (PO 8, 9) (MSN Essentials VII, VIII)	Incorporate evidence-based resources to support appropriate communication with patients and inter-professional colleagues. (PO 3, PO 9) (MSN Essential II, VIII)	Incorporate evidence-based resources to support appropriate communication with patients and inter-professional colleagues. (PO3, PO9) (MSN Essentials II, VIII)
	Evaluate patient and family outcomes to monitor and modify care. (PO 10) (Essentials IX, II)	Evaluate patient and family outcomes to monitor and modify care. (PO 8) (MSN Essential VII)	Evaluate patient and family outcomes to monitor and modify care. (PO8) (MSN Essential VII)
	Use technology and clinical information systems to improve patient education and to inform and promote safe, quality, and cost-effective care. (PO 4,6) (Essential III, V)	Use technology and clinical information systems to improve patient education and to inform and promote safe, quality, and cost-effective care. (PO 4, PO 6, PO 8) (MSN Essentials III, V, VII)	Use technology and clinical information systems to improve patient education and to inform and promote safe, quality, and cost-effective care. (PO4, PO6, PO8) (MSN Essentials III, V, VII)

This program redesign reflects the integration of relevant professional nursing standards and guidelines (NPSGs). Integration is evidenced by the utilization of the AACN MSN Essentials and the NONPF NP Core and Specialty Competencies to guide the development of the curriculum for the FNP and PMHNP new programs of study.

The MTSU MSN CCNE Crosswalk (Appendix C), is being used to guide and document the congruence between courses and the MSN Essentials, NONPF competencies, and our new program outcomes. This spreadsheet provides a visual framework demonstrating the alignment between the NPSGs, the MSN program outcomes, and the courses that comprise the curriculum. Also, course level outcomes and module outcomes for each course have been mapped back to show congruence with program outcomes.

Key Element III-F. The curriculum is logically structured to achieve expected student outcomes.
 • Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.
 • Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge.
 • DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry
    of the student.
 • Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.

Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The

Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced nursing knowledge.

Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire the baccalaureate-level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.

Program Response:
The knowledge gained in baccalaureate nursing courses (pharmacology, pathophysiology, etc.) provides the foundation for the APRN and NP core courses. The APRN core courses include advanced health assessment, advanced pathophysiology, and advanced pharmacology.

As seen in Table 1, Table 2, Appendix D, Appendix E, Appendix F, the sequencing of the APRN and NP Core courses and prerequisites is designed to support students and facilitate the attainment of the NP competencies and MSN Essentials. All students complete the APRN core courses before beginning clinical coursework.

Students in the accelerated program of study complete the NP core courses blended with the FNP specialty courses. In contrast, part-time students complete APRN and NP core courses before beginning FNP specialty/clinical coursework. Specialty courses build upon this framework to meet the more complex specialty competencies, especially independent practice.

Key Element III-G. Teaching-learning practices:
• support the achievement of expected student outcomes;
• consider the needs and expectations of the identified community of interest; and
• expose students to individuals with diverse life experiences, perspectives, and backgrounds.

Elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives. Teaching-learning practices are appropriate to the student population (e.g., adult learners, second language students, students in a post-graduate APRN certificate program), consider the needs of the program-identified community of interest, and broaden student perspectives.

Program Response:
The SON uses Best Practices for Online Education and MTSU Distance Education Guidelines to develop all online courses. As required by CCNE and NTF, distance learning guidelines are in place to ensure standards are met for all students regardless of program delivery method.

Before the curricular revision of the APRN core, NP core, and Specialty courses began, the faculty and the CC analyzed data from exit surveys, alumni surveys, employer surveys, and course evaluations. This analysis revealed several themes. Students felt the need for more consistency in courses/grading, increased opportunities for "live" interaction, and more active learning activities. Students and alumni felt more active learning activities would improve their ability to meet their learning outcomes. This information is consistent with Best Practices for Online Education and MTSU Distance Education Guidelines.

To ensure consistency in course development, all faculty worked with one instructional designer to develop the new/revised courses. The instructional designer also supported developers by incorporating more engaging and interactive activities. Examples include Video Notes in discussion

boards, ZOOM case presentations, and Panopto presentation recordings. The instructional designer created the template for all courses and ensured guidelines were met.

The faculty and CC identified the need for increased and deliberate exposure of students to individuals from diverse lifestyles, perspectives, and experiences. Thus, faculty agreed that including a course that specifically addressed diversity was essential (NURS6012 Diversity & Special Populations) for the MSN-FNP concentration. However, all courses, as appropriate, will address diversity.

Key Element III-H. The curriculum includes planned clinical practice experiences that:
• enable students to integrate new knowledge and demonstrate attainment of program outcomes;
• foster interprofessional collaborative practice; and
• are evaluated by faculty.

Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.

Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.

Program Response:
After completion of the APRN core courses, students enter their specialty courses. Students have three specialty/clinical courses that must be taken separately but in a specific order. This purposeful approach fosters the development of professional competencies over time and allows students to integrate new knowledge across the specialty courses. The revised curriculum includes 42 credit hours compared to 47. In the MSN-FNP program, this decrease in credit hours was partly accomplished by changing the ratio of clinical clock hours to credit hours (60:1/90:1 revised).

Although direct patient care clinical hours have decreased from 720 to 630, the incorporation of required encounters in each FNP specialty course and specific populations will increase the minimum number of patients students are required to engage with from 740 to 820 (↑80 encounters). The approach to the new FNP specialty courses emphasizes a focus on caring for clients across the lifespan.

This approach is consistent with the role for which students are being prepared and should alleviate some of the difficulties students face when identifying preceptors and sites for "specialty" clinicals such as pediatrics and OB/GYN. The PMHNP concentration uses clinical hours (minimum of 630) without focusing on the number of encounters.

In the APRN Core and NP Core, there are seven new courses. Of these five have identified interprofessional collaboration as an MSN Essential they will meet. One example is in NURS 6013 Ethics, Healthcare Policy & Economics, where complete a discussion board related to vulnerable populations and ethical implications. Also, in NURS 6012, Diversity and Special Populations, students have a group collaboration project. They create a PPT with video/audio voiceover, and the focus is on collaboration between APRNs and other healthcare disciplines.

Currently, the MSN-FNP program has over 350 active affiliation agreements. Many of these are clinical sites that model interprofessional collaborative practice. One example is Murfreesboro Medical Center, which has primary care practices and many other disciplines that allow students to participate in

interprofessional collaborative practice. The clinical resources for the PMHNP are addressed in section two.

Each semester, all clinical sites and preceptors are evaluated by students and faculty. This data is collected in Medatrax and reviewed by the Concentration Coordinators and the SON Curriculum Committee. Any negative evaluations of preceptors or sites are flagged and sent to the FNP Coordinator for review. After review, if the faculty, student, and FNP Coordinator determine the site is not appropriate, it is removed from Medatrax as an active clinical site.

Key Element III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

Course outcomes are the basis for all student assignments. Grading criteria are clearly defined in didactic and clinical courses. Clinical performance is evaluated in a variety of formats, including synchronous zoom clinical presentations and SOAP notes. Also, preceptors have input on the evaluation of student clinical performance.

However, faculty are responsible for evaluating individual student outcomes, including the assigning of student grades. The final clinical evaluation tool used in all FNP specialty courses is available to all students. In the revised courses, most assignments have grading rubrics built into the system and the dropbox where the assignment is submitted. The instructional designer made rubrics as similar as possible across the program.

Key Element III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate.

Program Response:
The revised MSN-FNP curriculum is based on data generated by faculty and student evaluations of teaching-learning practices. Student evaluations, exit surveys, and alumni surveys were reviewed by faculty, and themes were identified. Thematic areas included increasing active learning strategies, optional on-campus workshops, consistency across courses, improved communication, redundancy/duplication in content, and improvement in locating preceptors, specifically for the specialty courses (pediatrics and OB/GYN). Faculty discussed the content and concepts in the previous curriculum and identified areas of redundancy. This redundancy was addressed when courses were developed for the revised curriculum.

Additionally, leveraging an experienced instructional designer's knowledge and skills to address consistency and improve courses with active and engaging activities has been a significant asset. As of

now, all courses developed have a similar "look and feel." However, due to the current situation with COVID-19, we cannot bring students on-campus for hands-on workshops. Before COVID-19, we had hosted several workshops for suturing, EKG reading, and Nexplanon. We intend to resume and supplement these activities when concerns regarding COVID-19 allow.

Based on preceptor concerns and redundancy issues, the FNP specialty courses were created to address clients across the lifespan rather than based on specialty. In this way, when we address knee injuries, we address them for all populations rather than covering in pediatrics and again in adult health. This focus allows students to choose preceptors in family practices and see all patient populations. The intent is to make it easier for students to identify preceptors and complete all their population hours/encounters.

The FNP Coordinator, PMHNP Coordinator, and the MSN Academic Advisor will be developing a "course" in the learning management system, D2L. The intent of this "course" (communication hub) is to improve communication. This course will house all pertinent documents and requirements for both tracks. The hope is that this will streamline communication. It will not take the place of email communication but instead supplement it.

The systematic program evaluation plan (SPEP), Standard III, ensures active, ongoing evaluation and improvement of the curriculum. It requires input from faculty and course developers. The SPEP strengthens the program by standardizing the analysis of faculty and student evaluations of the curriculum at the course and program level.

The SON Curriculum Committee (CC) will regularly review the curriculum to evaluate content for currency and the utilization and application of evidence-based practices. In areas where gaps are identified, the CC will make recommendations to the faculty and the SON director of needed changes.

Once changes are made, the CC will reevaluate to confirm appropriate revisions have been completed. All courses will undergo a review every three years or sooner if indicated upon evaluation of course-related or other data.

Timeline for Implementation

The program will continue to admit students two times per year (Fall, Spring), and the first cohort of 38 students was admitted to the revised curriculum and began classes on August 24, 2020. Students from the previous program of study that had not started clinical courses will move forward with either the new accelerated or part-time program of study.

SUBSTANTIVE CHANGE 2 AND 3: PROPOSED PMHNP TRACK AND PMHNP-PMC

The purpose of this component of the document is to present the Change in Program Tracks/Concentrations: Development of a New Track or Concentration: Addition of Psychiatric Mental Health Nurse Practitioner (PMHNP) Track and Change in Focus of APRN Certificate from Family Nurse Practitioner (FNP) to PMHNP.

Overview of Change

The MTSU School of Nursing (SON) currently awards a Master of Science in Nursing (MSN) degree in the Family Nurse Practitioner (FNP) Concentration and an FNP Post-Master's Certificate (PMC-FNP) that is fully accredited by CCNE as previously stated. The proposed change, approved by Middle Tennessee State University College of Graduate Studies, Tennessee Higher Education Commission, and the Tennessee Board of Nursing at their meeting on May 20-21, 2020 (Appendix H), is the addition of the PMHNP Track and Change in Focus of APRN Certificate from FNP to PMHNP.

In general, there is a projected 28% increase in job placements for Nurse Practitioners between 2018 and 2028, according to the Bureau of Labor Statistics. This growth is faster than the average for all occupations and is primarily attributed to an increased emphasis on preventive care and increased demand for healthcare of our aging population.

PMHNPs are in great demand due to a shortage of psychiatric providers. PMHNPs deliver holistic care to individuals, families, and groups with acute or chronic mental health problems. National workforce data predicts that between 2018 and 2028, there will be an average increase of 25% in PMHNPs across the country. There are currently no public university state-approved programs in middle TN that offer this degree at the MSN level. We have elected to take advantage of this opportunity.

The addition of this concentration to the current MSN degree will increase access to mental health services for many individuals across the state. In talking with two of our local providers of inpatient care for Psychiatric/Mental Health Services, TrustPoint Hospital and Primary Care and Hope Clinic, they are more than supportive of MTSU offering this degree. They are currently looking to hire these Advanced Practice Nurses. Appendix I documents several letters of support from community partners.

The decision to institute a change in focus for the Certificate program is two-fold: the numbers of FNP-PMC students have been less than 10 for several years; also, with smaller numbers of test-takers, the first-time certification pass rates are less than desirable and skew our overall pass rates, making it more challenging to meet the required CCNE standard benchmarks.

Timeline for Implementation

The program will admit students two times per year (Fall, Spring), and the first cohort of 21 students (15 degree-seeking students and 6 certificate students) was admitted and began classes on August 24, 2020.

Degree-seeking students begin with core courses, while certificate students begin with the Psychopharmacology course pending completion of Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment.

Program Admission/Progression/Graduation

Admission requirements for the PMHNP will be the same as for the FNP track. Program completion must occur within 6 years from the date of the initial admission for both degree programs. The MSN program maintains a specific admission policy for nursing majors that differs from other university graduate programs.

Admisson requirements for the MSN program are outlined in the graduate catalog, http://catalog.mtsu.edu/preview_program.php?catoid=29&poid=9933&returnto=6217

The MSN program's GPA admission requirement differs from the university in requiring a minimum cumulative GPA of 3.0. All University students, including nursing students, must maintain a cumulative GPA of 2.0 to remain in good standing.

A "B" or better is required in each nursing course to progress in the graduate nursing program and be considered a candidate for graduation. One repeat is permitted; a second failure results in dismissal from the program.

Admission to the program is based on competitive selection from the pool of applicants who meet the College of Graduate Studies' admission requirements and SON admission requirements. Additional admission requirements for the MSN include the following:

- Reside in the state of Tennessee

- Hold an unencumbered Tennessee Registered Nurse license

- Hold a Bachelor's Degree in Nursing

- Overall G.P.A. of 3.0 on a 4.0 scale

- TOEFL score of 600 if native language is not English

- A written document prepared by the applicant includes a résumé, a discussion of prior professional experience, future career goals, and reasons for pursuing graduate study.

- Letters of recommendation from at least three persons (a minimum of one academic) familiar with the applicant's academic and professional background and experience in nursing practice, specifying in detail the applicant's capabilities for graduate study and future practice as an advanced practice nurse.

PMHNP Certificate Admission Requirements (in addition to those stated above)

- A Master's degree in nursing from an accredited program (NLNAC or CCNE)

- Satisfactory completion of the following courses at the Master's level:

    o Advanced Health Assessment: 3 semester hours

    o Advanced Health Assessment - Clinical or lab: 1 semester hour

    o Advanced Pathophysiology: 3 semester hours

    o Advanced Pharmacology: 3 semester hours

MSN Program Graduation Requirements

To graduate, the following criteria must be met:

- Completion of 42 semester hours of credit of the required MSN courses or approved substitutes.

- College grade point average of a 3.0 or better in graduate course work.

- Submission of the Graduate Program of Study/Candidacy form according to the Records Office schedule.

- Application for graduation during the designated semester by the deadline dates published in the University's Official Calendar.

Compliance with CCNE Standard II; Key Elements II-A, II-B, II-C, and II-E

STANDARD II PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

KEY ELEMENT II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.

Elaboration: The budget enables achievement of the program's mission, goals, and expected outcomes. The budget supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of faculty and staff.

A defined process is used for regular review of the adequacy of the program's fiscal resources. Review of fiscal resources occurs, and modifications are made as appropriate.

Program Response:

Fiscal Resources. The state of Tennessee continues to struggle with budget appropriations that affect all programs in Higher Education. In the absence of a state income tax structure, the revenue structure relies on sales tax. Also, the state has replaced its enrollment-based model with an outcomes-based model. The Complete College Tennessee Act of 2010 includes providing an outcomes-based funding formula that all universities are working to address. This outcomes-based model addresses graduation rates, degree production, and student retention as productivity outcomes.

The State's budget situation makes it crucial to focus on the cost-effective delivery of programs and services. Delivery of the MSN program in the online learning environment provides more access to potential students across the state and negates the need for building space. The current resources are sufficient to accomplish the mission and purposes of the addition of this PMHNP track.

The budget provided by Academic Affairs (2-10500) for the SON supports 22 FT faculty and four PT faculty for all programs, along with an Administrative Assistant, Executive Aide, and two secretaries as support staff for faculty and committees. Before this year, annual salary increases have been granted for the three previous years for all FT faculty and staff.

In light of the COVID pandemic and state budget shortfalls, salary increases will not be forthcoming this year. Appendix J provides a summary of the SON operating budget for the past three years. Although salaries have improved overall due to market adjustments in the past few years, financial constraints continue to create challenges when recruiting FT faculty.

In 2010, a course maintenance fee (DMF Account 210510) was approved specific to Nursing students (Appendix J). This account supports five full-time clinical faculty, one Healthcare Systems Manager, and four PT faculty as well as clinical faculty travel, clinical faculty development, lab supplies, equipment maintenance, equipment purchases, pinning ceremonies, student travel, membership fees, and accreditation fees, and other resources to improve student success.

The current fee for students is $100 per credit. The information is posted for public access on the MTSU website https://www.mtsu.edu/tuition/forms/20-21_SpecializedCourseFees.pdf

Budget hearings are conducted annually with the Dean and Provost to review the needs of the SON. Nursing faculty provide input to the Director regarding expenditures and prioritization, who forwards recommendations to the Dean. Before this year, the operating budget for the CBHS and the SON has not changed since 2009 despite budget challenges faced by state institutions of higher education.

State budget mandates this summer, in large part due to COVID-19, required budget reductions across the university. Nursing suffered a loss of one TT position. This loss was not particularly consequential as this faculty had been on extended FMLA for two years, so the position had been vacant for that time. Nursing also lost $7000.00 per year in operating revenue. We will survive this loss with budget tightening and the ability to utilize the DMF fee account.

University College (UC), which financially supports all distance education programs, provides salary and benefits for three (3) FTT faculty teaching solely in the graduate program. UC also covers salary and benefits for the academic advisor for graduate students and 34% of the salary for the FNP Coordinator. One of the FTT positions is vacant, with plans to search this academic year for an appointment date effective fall 2021. UC also provides Instructional Designers to guide and assist with all course development and the resources for Examity proctoring service for all online courses.

Key Element II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.

Elaboration: Physical space and facilities (e.g., faculty and staff workspace, classrooms, meeting areas) are sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program's mission, goals, and expected outcomes. The program is responsible for ensuring adequate physical resources and clinical sites. Clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes.

A defined process is used to determine currency, availability, accessibility, and adequacy of resources (e.g., clinical simulation, laboratory, computing, supplies, and clinical sites), and modifications are made as appropriate.

Program Response:

The university and SON strive to acquire and maintain learning resources that are current, comprehensive, and sufficient to meet the ever-changing needs of student learning required by the health care environment. With input from students, faculty, clinical coordinators, track coordinators, health systems manager, and the nurse administrator, the program meets this goal by acquiring pertinent printed materials, computer software, instructional supplies, and equipment. Academic support services are adequate to support the mission of the SON.

Physical Resources. Since the MSN program is offered 100% online, physical space is not an issue. However, even though the program is online, students can use space and equipment in the Nursing building if they choose. We are housed in a building with five master classrooms, one 12-bed clinical lab, one 20-bed clinical lab, and one 2-bed simulation lab with two high-fidelity simulation manikins, one small pediatric clinical lab, and one 12-bed health assessment lab, which is adequate to achieve our mission and goals.

Each FT faculty is provided with an office outfitted with a personal desktop computer, phone, and office furniture. Personal laptop computers have been purchased for each faculty for teaching classes this fall. The laptops will be incredibly helpful to those faculty teaching in the virtual learning environment. Monies from the CARES Act were used for this purchase.

Clinical Sites. We currently have active contractual agreements with five facilities that offer PMH inpatient/outpatient services. However, students are responsible for locating their clinical sites with the track coordinator or faculty advisor's assistance as needed. The PMHNP track coordinator will be responsible for vetting preceptors and clinical sites for adequate clinical placement criteria until enrollment reaches 50. At that time, a request will be made for additional assistance with that component of clinical coordination.

Key Element II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.

Elaboration: Academic support services, which may include library, technology, distance education support, research support, and admission and advising services, foster achievement of program outcomes. A defined process is used for regular review of academic support services, and improvements are made as appropriate.

Program Response:

The university strives to acquire and maintain learning resources that are current, comprehensive, and sufficient to meet the ever-changing needs of student learning required by the health care environment. With input from students, faculty, and the nurse administrator, the program meets this goal by acquiring pertinent printed materials, computer software, instructional supplies, virtual literature, and equipment. Academic support services are adequate to support the mission of the SON.

The SON employs 1 FT advisor for the MSN program funded through University College under whose umbrella all online programs are housed.

Students in all programs are also provided with an assigned faculty advisor to address issues related more specifically to coursework, career advice, professional references, and job opportunities. The university supports an IT Help Desk that is available to students having technical problems with online resources 24 hours per day, seven days per week. The university library recently expanded hours of service to accommodate student needs.

Distance Education. University College (UC), honoring its mission to "extend the University's resources through...distance learning," administers all distance education and off-campus program offerings, including the MSN program, and coordinates support services for students enrolled in this program.

Distance education students have access to all offices at the main MTSU campus via email and phone. Additionally, the UC coordinates services to meet the unique needs of distance learning students. This education program is designed to offer flexible and accessible educational offerings for working nurses who wish to pursue an advanced practice degree. The quality of this program mirrors educational programs offered in the traditional on-ground method.

Students have an opportunity to interact with the university campus, giving them access to a personalized academic advisor, campus library, including course-embedded librarian, faculty advisor, virtual campus counseling, and faculty who teach courses and the program coordinator and director.

Embedded Class Librarian for Online Courses is a resource to assist students in accessing and using the wealth of quality e-books and articles available online through the library, providing access to approximately 900,000 e-books, articles from over 100,000 magazines and journals, and thousands of streaming videos in support of their curriculum without needing to come to campus.

An online librarian can help students select and navigate the most appropriate library databases, help construct search strategies, provide in-depth research consultations, and troubleshoot technical problems with library resources. Faculty simply sign up for this service using this website: https://library.mtsu.edu/dl/embeddedlibrarian

An embedded librarian will typically create an online discussion forum for library questions and highlight relevant library resources. Librarians can also help faculty create direct links to articles in library databases, reserve items or e-books, and even work with faculty to create a customized online library research guide for their class.

Library Instruction from a librarian is now available using ZOOM and may be requested via the website https://library.mtsu.edu/instruction/request. There is also a Distance Learning Services online library guide (https://library.mtsu.edu/dl), which serves as a resource for distance faculty and students by providing more in-depth information about resources and services. This guide also provides tutorials. The *Ask Us!* page (https://libanswers.mtsu.edu/) offers a library FAQ section and a link to *Chat with Us*, allowing faculty and students to ask questions in real-time during hours that our Reference Desk is staffed.

The library also has a subscription to RefWorks to assist with citations of articles and books for literature reviews or papers (https://ezproxy.mtsu.edu/login?url=https://refworks.proquest.com/) where students can set up individual accounts and either enter citations manually or export them from library databases in APA or other styles. Many of our article databases will also generate citations for students.

Using technology, MTSU improves access to high quality, affordable, student-centered learning opportunities for non-traditional learners in an online asynchronous environment using the Desire to Learn (D2L) platform. All degree programs offered via distance education undergo the same review processes as those offered through traditional delivery or on-campus. These review processes include consideration of the mode of delivery for all degree programs.

The following guidelines support MSN course development and delivery:
- Courses provide for timely and appropriate interaction between students and faculty and among students.
- Faculty assumes responsibility for and exercises oversight of the curriculum, ensuring both rigor and quality of instruction.
- Technology used is appropriate to the program's objectives, and expectations concerning such technology are clearly communicated to students.
- There is currency of courses and materials.
- Policies are clear concerning ownership of materials, faculty compensations, and copyright issues.
- Faculty support services are appropriate and specifically related to online instruction.
- Faculty who teach in the program receive appropriate training.
- Admission and recruitment policies and decisions consider the capability of students to succeed in online courses.
- The integrity of student work and the credibility of course credits are ensured.
- Students have access to and can effectively use appropriate library resources.
- Course requirements ensure that students make appropriate use of learning resources.
- Students have adequate access to the range of services appropriate to support the program.
- Course requirements ensure comparability to campus-based courses.
- Students have an adequate procedure for resolving their complaints.

Library Support. The James E. Walker Library, accessible to students and faculty 108 hours per week (http://library.mtsu.edu/hours.php), supports the School of Nursing through providing scholarly resources and the research expertise of the librarians and staff. This report aims primarily to describe the library's collection in general and specific collections pertinent to the Nursing program. Also, this report features the services of the library that support student success.

The main collection and special collections of the James E. Walker Library include 1,634,255 volumes, of which 162,510 are bound volumes of serials, 85,403 are online government documents, and 684,898 are e-books. The library collection has 27,220 streaming videos and 24,094 audio files. The Library also provides over 625 databases and over 13,663 print, and 117,766 full-text online journals for the MTSU community. The microtext area on the second floor contains 1,307,801 units of microtext.

It is not possible to quantify the amount that Walker Library spends on journals. However, a list of highly used journal titles for which we pay to receive subscribed access is provided in Appendix K. This list includes 49 journal titles in Nursing, which received more than 100 full-text article downloads.

In recent years, the library has made substantial investments in electronic nursing subject Ebook collections, EJournals, and Eservices at a level of financial support unprecedented by former budget allocations. For example, in spring 2017, James E. Walker Library acquired a collection of 4,151 electronic book titles from Rittenhouse's R2 Digital Library. These titles are available via password to the Rittenhouse R2 Digital Library's interface or through our library website and can be downloaded to a kindle or tablet.

The library now pays for UpToDate, an evidence-based clinical decision support resource for healthcare practitioners, for all nursing faculty, graduate students, and undergraduate nursing students registered for nursing classes. Also, Walker Library provides access to the Cochrane Library.

A resource specific to the PMHNP track includes BrowZine. Students can download this app (Available at MTSU's Library Database page), which provides access to many journals that may be of interest to the PMHNP students and helpful when completing assignments. Some examples of available resources: Journal of the American Psychiatric Nurses Association, Journal of Psychosocial Nursing and Mental Health Services, The Journal of American Family Therapy, Journal of EMDR Practice and Research.

Because Nursing prefers the ease of use and accessibility of electronic access compared to print resources, the Library provides access to a primarily electronic collection of nursing resources to include journals and serial publications, electronic databases, and monographs. Also, the James E. Walker Library participates in DOCLINE.

Other resources of no cost to students that are referenced in the PMHNP courses include Neuroscience Education Institute; PsychU; and several YouTube channels, including PsychScene Hub, NEI Psychopharm, and MedCircle.

Key Element II-E. Faculty are:

- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

Elaboration: The faculty (full-time, part-time, adjunct, tenured, non-tenured, or other) for each degree and post-graduate APRN certificate program are sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. The program defines faculty workloads. Faculty-to student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a justification for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.

Program Response:
Programs are currently offered with the expertise of 43 faculty who have developed courses and/or provide instruction. Twenty-seven of these faculty are full-time, 16 are part-time, and one Chair of Excellence, whose teach load is 10% per semester.

Seventeen faculty are prepared at the doctoral level, 14 are tenured or on tenure-track, and 12 have a clinical track or non-tenure earning appointments. Their credentials provide ample expertise to support all courses (Appendix G). Faculty are sufficient in number to achieve the mission, goals, and program outcomes.

Faculty are identified as one of the following:
- Tenured faculty
- Tenure Track faculty (TT)
- Full-Time Temporary faculty (FTT)
- Clinical Track faculty (CT)
- Part-time- Adjunct faculty

All full-time faculty (FTE) are obligated to no less than 37.5 hours per week (five, seven-point five hour days) on behalf of the University on and off-campus. During the academic year (fall and spring semesters), a minimum of 30 of these hours, including class hours, must be scheduled weekly on-campus or official educational sites such as clinical locations.

Academic year appointments include no obligation for or guarantee of summer session employment. Also, as part of the 30 hours, faculty members are expected to establish, publicize, and maintain scheduled office hours during which they are available to students for conferences and special instruction.

To determine faculty workloads, MTSU policy defines a full load (1 FTE) as 15 credit hours of undergraduate teaching per semester, or the equivalent, or 12 credit hours of graduate teaching per semester, or the equivalent. Each FTE usually teaches 12 credit hours of undergraduate or 9 credit hours of graduate teaching with 3 credit hours of equivalency for other activities for which faculty are responsible, including advising, administration, research/creative activity, institutional/public service, and professional service.

If in some cases a full-time faculty member does not provide services that justify the granting of approved reassigned time from teaching, such as Clinical Track faculty or Full-time temporary faculty (FTT), then that person is required to carry 15 hours of undergraduate or 12 hours of graduate instruction in keeping with the terms of the governing board's policy on faculty workloads.

Part-time faculty, also known as adjuncts, teach no more than nine credits per academic semester (or not more than 29 clock hours) (http://www.mtsu.edu/provost/forms/wkguide.pdf). Part-time faculty members who teach in the MSN program are carefully recruited to ensure that fully qualified faculty are available to teach the graduate curricula' content areas.

Faculty who teach nurse practitioner clinicals and related didactic courses are certified nurse practitioners. The number of adjunct faculty is directly related to programmatic needs and varies based on the number of clinical course sections.

Current student enrollment requires all tenured or tenure-track faculty to teach 12 credits with 3 credits reassignment to meet service and scholarship requirements regardless of course level (graduate versus undergraduate). Tenured or tenure-track faculty teaching more than 12 credits in any given semester are awarded overload pay.

All CT faculty must teach 15 credits per semester regardless of course level. CT faculty teaching more than 15 credits per academic semester are afforded overload pay. Enrollment for most semesters requires overload for several faculty. For the current semester, there are a total of nine (9) faculty in teaching overload. Currently, we have 5 vacant positions: two TT, two CT, and one FTT. Faculty who teach overload do so voluntarily.

Masters prepared faculty approved to participate in the graduate program teach clinical courses only and hold specialty certifications or are skilled in special areas such as psychiatric-mental health. The faculty to student ratio for graduate clinical courses is one to six, ideally, with a maximum of eight students per faculty. PMHNP students will locate their own preceptors and clinical sites with assistance as needed from their faculty advisor or the PMHNP Coordinator. The practice is the same for the MSN-FNP students.

Faculty are selected based on nursing expertise and commitment to quality education and their ability to help the school/university accomplish its mission. The terminal degree for nursing faculty is the doctorate and is a requirement for tenure track and tenure appointments. Non-tenure track/clinical faculty are required to have, at the minimum, a master's degree in nursing.

All faculty who teach graduate students must meet the rigors of the university graduate division and have graduate faculty status appointment. http://mtsu.edu/nursing/forms/GraduateFacultyPolicy.pdf Nurse practitioner clinical and related didactic courses are taught by certified nurse practitioner faculty. All vitas are available for review on-site in the School of Nursing.

All faculty meet SACSCOC requirements, which is verified using the Academic Certification Preparation Form http://www.mtsu.edu/provost/recruit_documents/apc.pdf.

> [Middle Tennessee State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane,

Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Middle Tennessee State University]

All faculty's academic and experiential credentials with their major teaching assignments are identified on the Faculty Profile (Appendix G). Faculty members are prepared in the specialty areas and credentialed by the appropriate certifying bodies to deliver specialty instruction as required by CCNE, the Tennessee Board of Nursing, and NONPF guidelines.

Faculty maintain expertise related to their teaching responsibilities by participating in continuing education activities, engaging in clinical practice, maintaining certification, and contributing to scholarship in their specialty areas. Specifics addressing scholarship, service, and practice activities congruent to the program's mission are documented in the annual report, which can be accessed at the following URL: https://www.mtsu.edu/nursing/forms/AnnualReport2019-2020.pdf

Support personnel are qualified and educationally prepared to assist in program success. These individuals include an Associate Director and Coordinator for graduate study, a coordinator for the FNP track, and a coordinator for the PMHNP track who dedicate the time and energy to promote graduate nursing education. Reassigned time is provided for these faculty members to accomplish the administrative responsibilities required of them. There is a dedicated academic advisor for the MSN students.

PMHNP Coordinator. The PMHNP track coordinator is certified as a Family Nurse Practitioner (FNP) and as a Psychiatric-Mental Health Nurse Practitioner (PMHNP). She has taught with the FNP program for several years. She has been instrumental in designing the PMHNP curriculum and course development collaboratively with a practicing PMHNP and Pharm-D prepared pharmacist. She is educationally and experientially prepared to manage the MSN-PMHNP track). She is an active member of the Curriculum Committee that designed the PMHNP curriculum. Appendix L outlines the experience and credentials for this faculty member.

The PMHNP Coordinator will serve as a resource to the curriculum committee and program Director. She will also serve as the content expert for courses in the PMHNP concentration and teach PMHNP courses. She will facilitate the appropriate selection of preceptors and maintain standardized information to be shared with preceptors. She holds a current and unencumbered RN license and meets appropriate certification by relevant regulatory agencies (e.g., American Nurses Credentialing Center) and/or specialty knowledge through higher education.

The SON has 3 additional PMHNP prepared nurses who have verbally committed to serving as preceptors for our students and to serve as adjunct clinical instructors when the need arises (Appendix G).

Approval from Regulatory Bodies

The addition of the PMHNP degree track option as well as the focus change from FNP to PMHNP has been approved by MTSU School of Nursing Faculty and MTSU Graduate Faculty Council as well as the TN Board of Nursing (Appendix H) for implementation in August 2020.

Overview of Curriculum

The MSN core courses will serve as the foundation for both FNP and PMHNP degrees. The PMHNP concentration will require the addition of an Advanced Psychopharmacology course along with PMHNP Clinical courses. There will be options for an accelerated (Appendix D) or part-time (Appendix E) program of study (POS) for the degree option and part-time POS for the PMC-PMHNP (Appendix F).

Compliance with CCNE Key Elements – Standard III – MSN-PMHNP and PMHNP-PMC

Standard III: Program Quality: Curriculum and Teaching-Learning Practices

Key Element III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:
- Are congruent with the program's mission and goals;
- Are congruent with the roles for which the program is preparing its graduates; and
- Consider the needs of the program-identified community of interest

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes related to the roles for which students are being prepared.

Program Response:

Outcomes identified for the MSN-PMHNP and PMHNP-PMC programs are congruent with the mission and goals of the University and the SON. Current MSN Program Outcomes are outlined in Table 3. The graduate program outcomes relate to the role for which students are being prepared, specifically the PMHNP role. Both master's and post master's certificate students must successfully meet these outcomes. The foundation provided by graduate-level coursework allows MSN and PMC students to begin their specialty coursework and ultimately meet these goals.

This program reflects the integration of relevant professional nursing standards and guidelines (NPSGs). Integration is evidenced by the utilization of the AACN MSN Essentials and the NONPF NP Core and Specialty Competencies to guide the development of the curriculum for MSN and PMC programs of study.

The MTSU MSN CCNE Crosswalk (Appendix C), is being used to guide and document the congruence between courses and the MSN Essentials, NONPF competencies, and our new program outcomes. This spreadsheet provides a visual framework demonstrating the alignment between the NPSGs, the MSN program outcomes, and the courses that comprise the curriculum. Also, course level outcomes and module outcomes for each course have been mapped to show congruence with program outcomes.

Further, data from MSN-FNP student exit surveys, alumni surveys, employer surveys, and student course evaluations were analyzed and evaluated by the faculty and the CC. Our Power of Partnership members and Advisory Board members identified the need for a strong PMHNP-MSN and PMC and supported MTSU in developing this concentration.

Information from our communities of interest provided the evidence to support the need for the new concentration. The revision of the MSN curriculum provides a solid foundation for the PMHNP-MSN and PMHNP-PMC. The curriculum plan (both didactic and clinical) is consistent with nationally recognized core and population-focused role competencies and educational standards.

Key Element III-F. The curriculum is logically structured to achieve expected student outcomes.
 • Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.
 • Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge.
 • DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.
 • Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.

Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced nursing knowledge.

Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire the baccalaureate-level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.

Program Response:
The knowledge gained in baccalaureate nursing courses (pharmacology, pathophysiology, etc.) provides the foundation for the APRN and NP core courses. The APRN core courses include advanced health assessment, advanced pathophysiology, and advanced pharmacology. As seen in Table 1, Table 2, Appendix D, Appendix E, Appendix F, the sequencing of the APRN and NP Core courses and prerequisites is designed to support students and facilitate the attainment of the NP competencies and MSN Essentials.

All students complete the APRN core courses before beginning clinical coursework. Students in the accelerated program of study complete the NP core courses blended with the FNP specialty courses. In contrast, part-time students complete APRN and NP core courses before beginning FNP specialty/clinical coursework. Specialty courses build upon this framework to meet the more complex specialty competencies, especially independent practice.

Key Element III-G. Teaching-learning practices:
• support the achievement of expected student outcomes;
• consider the needs and expectations of the identified community of interest; and
• expose students to individuals with diverse life experiences, perspectives, and backgrounds.

Elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives. Teaching-learning practices are appropriate to the student population (e.g., adult learners, second language students, students in a post-graduate APRN certificate program), consider the needs of the program-identified community of interest, and broaden student perspectives.

Program Response:
The SON uses Best Practices for Online Education and MTSU Distance Education Guidelines to develop all online courses. As required by CCNE and NTF, distance learning guidelines are in place to ensure standards are met for all students regardless of program delivery method.

Before the curricular revision of the APRN core, NP core, and Specialty courses began, the faculty and the CC analyzed data from exit surveys, alumni surveys, employer surveys, and course evaluations. This analysis revealed several themes.

Students felt the need for more consistency in courses/grading, increased opportunities for "live" interaction, and more active learning activities. Students and alumni felt more active learning activities would improve their ability to meet their learning outcomes. This information is consistent with Best Practices for Online Education and MTSU Distance Education Guidelines.

To ensure consistency in course development, all faculty worked with one instructional designer to develop the new/revised courses. The instructional designer also supported developers by incorporating more engaging and interactive activities. Examples include Video Notes in discussion boards, ZOOM case presentations, and Panopto presentation recordings. The instructional designer created the template for all courses and ensured guidelines were met.

The faculty and CC identified the need for increased and deliberate exposure of students to individuals from diverse lifestyles, perspectives, and experiences. The PMHNP concentration has many assignments that focus on diversity and vulnerable populations.

Therefore, in contrast to the MSN-FNP concentration, the PMHNP concentration identified students' need to have increased exposure to specific topics in pharmacology. Thus, PMHNP students (MSN and PMC) take Psychopharmacology. This and the MSN-FNP Diversity & Special Populations course (NURS 6012) are the only to courses that are not shared by both concentrations.

Key Element III-H. The curriculum includes planned clinical practice experiences that:
• enable students to integrate new knowledge and demonstrate attainment of program outcomes;
• foster interprofessional collaborative practice; and
• are evaluated by faculty.

Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.

Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.

Program Response:
After completion of the APRN core courses, students enter their specialty courses. PMHNP and PMHNP-PMC students have three specialty/clinical courses that must be taken separately but in a specific order. This purposeful approach fosters the development of professional competencies over time and allows students to integrate new knowledge across the specialty courses.

For example, in the first PMHNP clinical specialty course(NURS 6311), students conduct mental health assessments, health screenings, psychiatric history taking, mental status exams, and therapeutic interviewing. Building on this, in the second PMHNP clinical specialty course (NURS 6312), students deepen, expand, and apply this knowledge as they develop and maintain therapeutic relationships with

clients. In the final clinical intensive, students are expected to identify clinical problems and recognize system implications.

MSN-PMHNP students will complete 42 credit hours, and PMC students will complete 20 credit hours. The clinical clock hours to credit hours is 90:1. There are 630 direct patient care clinical hours. This approach is consistent with the role for which students are being prepared.

In the APRN Core and NP Core, there are seven new courses. Of these, five courses have identified interprofessional collaboration as an MSN Essential they will meet. One example is in NURS 6013 Ethics, Healthcare Policy & Economics, where complete a discussion board related to vulnerable populations and ethical implications. In the PMHNP clinical specialty courses, there is an emphasis on the importance of collaborative relationships in practice.

Each semester, all clinical sites and preceptors are evaluated by students and faculty. This data is collected in Medatrax and reviewed by the Concentration Coordinator and the CC. Any negative evaluations of preceptors or sites will be flagged and sent to the PMHNP Coordinator for review. After review, if the faculty, student, and PMHNP Coordinator determine the site is not appropriate, it will be removed from Medatrax as an active clinical site.

Key Element III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

Program Response:

Course outcomes are the basis for all student assignments. The PMHNP and PMHNP-PMC course outcomes are in Table 5 below.

Table 5. Course Outcomes for PMHNP Track/PMC

NURS 6310 Psychopharmacology	NURS 6311 PMHNP D&M I	NURS 6312 D&M II	NURS 6313 D&M Intensive
Apply the principles of psychopharmacology, including pharmacokinetics, pharmacodynamics, and neurotransmission in the treatment of psychiatric disorders across the lifespan. (PO 4, 5) (MSN Essential I, IX)	Develop effective clinical interviewing skills that facilitate the development of a therapeutic relationship with patients across the lifespan. (PO 1) (MSN Essential IX)	Summarize research findings for application to psychotherapeutic and psychosocial interventions with patients and their families. (PO 1, 5) (MSN Essential IV)	Synthesize and analyze theories as the basis for assessing, diagnosing, intervening, managing and improving the mental health care of specialty populations across the life span. (PO 1, 5) (MSN Essential I, **III**)
Identify and discriminate various psychiatric symptoms that guide	Demonstrate proficiency in performing psychiatric mental status exams,	Analyze programs, resources, and systems included in the delivery	Examine research findings for the application of evidence-based

psychotropic medication prescribing. (PO 1) (MSN Essential IX)	psychiatric intakes, use of gold standard assessment instruments, and case formulations. (PO 5) (MSN Essential IX)	of individual, group and family crisis/brief interventions with patients with psychiatric illness. (PO 2, 10) (MSN Essential **II** IX)	psychotherapeutic and pharmacological interventions with specialty populations across the life span. (PO 10) (MSN Essential I, IV)
Differentiate pathological conditions and symptomatology of individuals across the life span (PO 10) (MSN Essential IX)	Differentiate pathological conditions and symptomatology based on a comprehensive assessment of individuals across the life span. (PO 1) (MSN Essential IX)	Conduct evidence-based individual and/or group psychotherapy with patients experiencing psychiatric illness. (PO 10) (MSN Essential IX)	Analyze the clinical implications of culture, developmental differences, gender, poverty, and race in the mental health care of specialty populations across the life span with psychiatric illness. (PO 10) (MSN Essential VIII)
Evaluate the components of medication monitoring, efficacy, tolerance, and potential abuse/misuse of psychotropic medication for patients with psychiatric symptoms across the lifespan. (PO 2, 4) (MSN Essential **III**, IX)	Explore personal values and beliefs related to psychiatric illness as the basis for a personal philosophy of advanced practice nursing. (PO 3, 7) (MSN Essential I, IX)	Explain the clinical implications of culture, developmental differences, gender, poverty, and race in the mental health care for diverse groups of patients with serious mental illness. (PO 9) (MSN Essential VIII)	Examine ethical and legal challenges when providing care to specialty populations across the life span with psychiatric illness. (PO 7) (MSN Essential VI)
Explain state and federal laws that regulate the dispensing of various classes of drugs. (PO 8) (MSN Essential VI)	Analyze the interdependent and dependent roles of the advanced practice nurse in managing mental health care of patients with psychiatric illness. (PO 7, 8) (MSN Essential VII)	Examine ethical and legal challenges when providing care to patients with psychiatric illness and their families. (PO 7) (MSN Essential VI)	Evaluate health policies that influence access to the mental health delivery system and their implications for specialty populations across the life span. (PO 5, 9) (MSN Essential VI)
Examine genetic, ethnic, cultural, developmental, and gender issues that may impact prescribing practices in psychiatric mental health practice. (PO 10) (MSN Essential VIII)	Develop collaborative relationships with other health professionals in the planning, implementation, and evaluation of mental health interventions and advocacy issues for patients and their families (PO 8, 9) (MSN Essential II, VII)	Evaluate the implications of health policies and their influence on access to the mental health delivery system for patients with psychiatric illness and their families. (PO 5) (MSN Essential VI)	Analyze the roles and responsibilities of the advanced practice psychiatric nurse in managing mental health care including psychotherapeutic and pharmacological interventions with specialty populations across the life span. (PO 3, 7) (MSN Essential IX)
	Apply evidence-based research findings to psychiatric mental health interventions for patients with psychiatric illness. (PO 1) (MSN Essential IV)	Analyze the roles and responsibilities of the advanced practice psychiatric nurse in managing the mental health care of patients with psychiatric illness and their families. (PO 3, 7) (MSN Essential IX)	Manage the care of specialty populations and groups with psychiatric illness utilizing up-to-date practice guidelines. (PO 10) (MSN Essential IV)
	Utilize information technology, patient classification systems, and other technologies in the delivery of mental	Apply the principles of psychopharmacology in the treatment of patients seen in clinical settings. (PO 4, 5) (MSN Essential I)	Conduct evidence-based individual and/or group psychotherapy with patients experiencing

	health interventions to patients and their families. (PO 6) (MSN Essential V)		psychiatric illness. (PO 10) (MSN Essential IV, IX)
	Implement pharmacological assessment and evaluate pharmacological agents for patients seen in clinical settings. (PO 4, 5) (MSN Essential IX)		Evaluate the pharmacotherapeutic effects of medications administered in the treatment of mental illness across all populations. (PO 4) (MSN Essential IX)
			Provide culturally sensitive psychiatric care to all individuals and groups with psychiatric disorders. (PO 10) (MSN Essential VIII)

Grading criteria are clearly defined in didactic and clinical courses. Clinical performance is evaluated in various formats, including synchronous zoom clinical presentations and short notes and long notes. Also, preceptors have input on the evaluation of student clinical performance.

However, faculty are responsible for evaluating individual student outcomes, including the assigning of student grades. The final clinical evaluation tool used in all PMHNP specialty courses is available to all students. In the revised courses, most assignments have grading rubrics built into the system and the dropbox where the assignment is submitted. The instructional designer made rubrics as similar as possible across the program.

Key Element III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate.

Program Response:
The PMHNP and PMHNP-PMC curricula are based on data generated by faculty and student evaluations of teaching-learning practices. Student evaluations, exit surveys, and alumni surveys were reviewed by faculty, and themes were identified. Thematic areas included increasing active learning strategies, optional on-campus workshops, consistency across courses, improved communication, redundancy/duplication in content, and improvement in locating preceptors.

This data was incorporated, as appropriate, in the PMHNP concentration. Faculty discussed the content and concepts in the previous curriculum and identified areas of redundancy. This redundancy was addressed when courses were developed for the revised curriculum.

Additionally, leveraging an experienced instructional designer's knowledge and skills to address consistency and improve courses with active and engaging activities has been a significant asset. As of now, all courses developed have a similar "look and feel." Although the FNP student surveys identified "hands-on" workshops as a focus area, the PMHNP concentration will need to analyze student and alumni data as the program grows to identify areas needing improvement.

As a new concentration, the PMHNP Coordinator will be the point of contact for students as they begin looking for preceptors. The FNP Coordinator, PMHNP Coordinator, and the MSN Academic Advisor will

be developing a "course" in D2L. The intent of this "course" or communication hub is to improve communication. This course will house all pertinent documents and requirements for both tracks. The hope is that this will streamline communication. It will not take the place of email communication but instead supplement it.

The systematic program evaluation plan (SPEP), Standard III, ensures active, ongoing evaluation and improvement of the curriculum. It requires input from faculty and course developers. The SPEP strengthens the program by standardizing the analysis of faculty and student evaluations of the curriculum at the course and program level.

The CC will regularly review the curriculum to evaluate content for currency and the utilization and application of evidence-based practices. In areas where gaps are identified, the CC will make recommendations to the faculty and the SON director of needed changes. Once changes are made, the CC will reevaluate to confirm appropriate revisions have been completed. All courses will undergo a review every three years or sooner if indicated upon evaluation of course-related or other data.

Method of Delivery

The PMHNP programs, offered 100% in the online learning environment, will increase access to graduate education for practicing nurses who need flexibility in scheduling and for those in remote areas.

Appendix A

CCNE Letters of Accreditation

CCNE
20TH ANNIVERSARY

COMMISSION ON
COLLEGIATE NURSING
EDUCATION

655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

November 1, 2018

Jenny Sauls, PhD, RN, CNE
Director
School of Nursing
Middle Tennessee State University
1301 East Main Street, PO Box 81
Murfreesboro, TN 37132

Dear Dr. Sauls:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 2-4, 2018, to grant accreditation to the **baccalaureate degree program in nursing** at Middle Tennessee State University for 10 years, extending to December 31, 2028. The accreditation action is effective as of February 12, 2018, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2028.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there is a compliance concern with respect to Key Element IV-F.

A compliance report must be submitted to demonstrate the program's compliance with the following key element:

> Provide evidence that faculty outcomes, individually and in the aggregate, demonstrate program effectiveness; and, specifically, that actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes (Key Element IV-F).

The deadline for submitting the compliance report to CCNE is December 1, 2019. Please be advised that the revised *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (*Standards*) (2018) go into effect on January 1, 2019, and thus **the compliance report will need to address the 2018 *Standards***. A crosswalk table comparing the 2013 *Standards* to the 2018 *Standards* is available at https://www.aacnnursing.org/Portals/42/CCNE/PDF/Crosswalk-2013-2018-Standards.pdf. Please email the report, along with appendices, if any, as a PDF attachment to ccnereports@ccneaccreditation.org.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. The deadline for submitting the CIPR to CCNE is December 1, 2023.

Please note that each aforementioned report needs to demonstrate the program's compliance with the CCNE standards that are in effect at the time of the report's submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator informing the program of the specific standards and/or key elements to be addressed in the report, and will provide guidance for the preparation of the report. The Report Review Committee, and then the Board of Commissioners, review each report. For more information about reports and the report review process, please refer to the CCNE procedures.

As you know, the team report and the program's response to the team report are available to the institution in the CCNE Online Community. We hope that the results of

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the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. Please refer to CCNE's disclosure policy and the statements CCNE has approved for use, as well as information on use of the CCNE accreditation seal, at http://www.aacnnursing.org/CCNE/Seal-Policy/Baccalaureate-Graduate. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

As noted above, the revised *Standards for Accreditation for Baccalaureate and Graduate Nursing Programs* (2018) go into effect on January 1, 2019. All programs are expected to comply with the CCNE standards and procedures that are in effect throughout the period of accreditation. These documents are available at http://www.aacnnursing.org/CCNE-Accreditation/Resources-for/Education-Administrators. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are described further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.
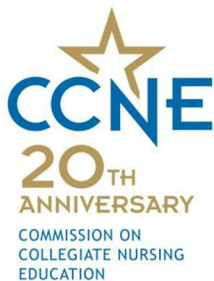
Sincerely,

Judith Lewis, EdD, RN
Chair, Board of Commissioners

cc: President Sidney A. McPhee
        CCNE Board of Commissioners
        CCNE Accreditation Review Committee
        CCNE Evaluation Team

November 1, 2018

Jenny Sauls, PhD, RN, CNE
Director
School of Nursing
Middle Tennessee State University
1301 East Main Street, PO Box 81
Murfreesboro, TN 37132

Dear Dr. Sauls:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 2-4, 2018, to grant accreditation to the **post-graduate APRN certificate program** at Middle Tennessee State University for 10 years, extending to December 31, 2028. The accreditation action is effective as of February 12, 2018, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2028.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are compliance concerns with respect to Key Elements III-H, IV-F, and IV-H.

A compliance report must be submitted to demonstrate the program's compliance with the following key elements:

1. Demonstrate that curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement (Key Element III-H).

2. Provide evidence that faculty outcomes, individually and in the aggregate, demonstrate program effectiveness; and, specifically, that actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes (Key Element IV-F).

3. Demonstrate that data analysis is used to foster ongoing program improvement (Key Element IV-H).

The deadline for submitting the compliance report to CCNE is December 1, 2019. Please be advised that the revised _Standards for Accreditation of Baccalaureate and Graduate Nursing Programs_ (_Standards_) (2018) go into effect on January 1, 2019, and thus **the compliance report will need to address the 2018 _Standards_**. A crosswalk table comparing the 2013 _Standards_ to the 2018 _Standards_ is available at https://www.aacnnursing.org/Portals/42/CCNE/PDF/Crosswalk-2013-2018-Standards.pdf. Please email the report, along with appendices, if any, as a PDF attachment to ccnereports@ccneaccreditation.org.

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As you know, the team report and the program's response to the team report are available to the institution in the CCNE Online Community. We hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

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Thank you for your participation in the CCNE accreditation process. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,

Judith Lewis, EdD, RN
Chair, Board of Commissioners

cc: President Sidney A. McPhee
         CCNE Board of Commissioners
         CCNE Accreditation Review Committee
         CCNE Evaluation Team

COMMISSION ON
COLLEGIATE NURSING
EDUCATION

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SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

November 1, 2018

Jenny Sauls, PhD, RN, CNE
Director
School of Nursing
Middle Tennessee State University
1301 East Main Street, PO Box 81
Murfreesboro, TN 37132

Dear Dr. Sauls:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 2-4, 2018, to grant accreditation to the **master's degree program in nursing** at Middle Tennessee State University for 5 years, extending to December 31, 2023. The accreditation action is effective as of February 12, 2018, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2023.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are compliance concerns with respect to Key Elements III-H, IV-F, and IV-H.

A compliance report must be submitted to demonstrate the program's compliance with the following key elements:

1. Demonstrate that curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement (Key Element III-H).

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As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. The deadline for submitting the CIPR to CCNE is June 1, 2021.

Please note that each aforementioned report needs to demonstrate the program's compliance with the CCNE standards that are in effect at the time of the report's submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator informing the program of the specific standards and/or key elements to

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Sincerely,

Judith Lewis, EdD, RN
Chair, Board of Commissioners

cc: President Sidney A. McPhee
        CCNE Board of Commissioners
        CCNE Accreditation Review Committee
        CCNE Evaluation Team

MSN-FNP & MSN-PMHNP Course Descriptions

APRN Core Courses
NURS 6110: Advanced Health Assessment and Lab (4 credit hours; 3 credits didactic/1 credit (30 hours) lab). This course emphasizes the acquisition and application of advanced health assessment knowledge, skills, and techniques to perform focused and comprehensive health assessments for clients across the lifespan. Focus is on analysis and evaluation of physical assessment findings and development of diagnostic reasoning skills.

NURS 6111: Advanced Pathophysiology (3 credit hours). The focus of this course is on application of pathophysiologic processes common in acute and chronic illnesses in primary care patients across the lifespan. This course integrates theoretical knowledge and clinical principles from nursing and related disciplines to disease processes as well as health disparities resulting from genetic, environmental, and stress-related causes. Students will examine principles of genetics/genomics and their relationship to disease states. Assessment results, diagnostic testing, and interventions related to select pathophysiological states are explored.

NURS 6112: Advanced Pharmacology (3 credit hours). This course focuses on pharmacology and therapeutics used in the treatment of selected health conditions commonly encountered by the advanced practice nurse. Emphasis is placed on the decision-making process utilized to safely and effectively prescribe and monitor pharmacotherapeutics appropriate to the client situation.

NP Core Courses
NURS 6011: Health Promotion and Disease Prevention Across the Lifespan (3 credit hours). This course focuses on how evidence-based guidelines are used to promote health and prevent disease for diverse individuals, communities, and populations. The student will utilize current evidence in health promotion, risk reduction, disease prevention, disease detection, and genetic screening to develop needed interventions for individuals, families, and communities. Family, motivational, and change theories will be examined to provide the foundation to support patients and families in healthcare decision-making. The student will apply evidence-based strategies to issues such as chronic disease management, healthcare barriers, and reduction of health disparities.

NURS 6010: Theory & Evidence Based Practice (3 credit hours). This course encourages nursing inquiry and scholarship by developing the skills necessary for evidence-based practice and healthcare improvement. The course includes a focus on the principles and processes of evidence-based practice and the relationships between theory, research, quality improvement, and evidence-based practice. Emphasis is placed on evidence-based practice and translation science and their influence on patient outcomes and population health. The influence of theories from nursing and other disciplines will be explored. The student will learn to formulate clinical questions and search for and identify best research evidence. Students will evaluate and critically appraise evidence for rigor and applicability to clinical problems and determine ways to increase integration of evidence-based information into practice. Students will be introduced to quality improvement methods and strategies and their influence on outcomes.

NURS 6013: Ethics, Healthcare Policy, & Economics (3 credit hours). This course focuses on ethical principles, healthcare policy, and economics and the influence of these topics on the advance practice nurse, consumers, and the healthcare system. The student will explore the moral and ethical principles of health and their relationship to the assessment of health policy and the financing and availability of healthcare to individuals, populations, and systems of care. Students will examine the processes involved in the development of healthcare policy and their role in policy development and advocacy. Students will compare healthcare delivery models and evaluate how policy and economics influence the healthcare delivery models that will be utilized by the advance practice nurse. The student will

analyze the relationship of ethics, policy, and economics on access, cost, quality, safety, and disparities in care.

NURS 6014: NP Role & Leadership in Healthcare (3 credit hours). This course requires the student to analyze the role of the advanced practice nurse and its relationship to the various dimensions of leadership. Principles of leadership and accountability will provide the foundation for integrating concepts of quality improvement, communication, conflict management, motivation, collaboration, negotiation, and financial/resource management in the advanced practice nursing role. Emphasis is placed on the examination of ethical, cultural, political, legal, regulatory, and organizational factors affecting advanced practice nursing. Students will learn to apply quality improvement and patient safety models to promote the safe, effective, equitable, and patient-centered delivery of healthcare.

MSN-FNP Specialty Courses
NURS 6012: Diversity & Caring for Special Populations (3 credit hours). This course focuses on broad determinants of health, including economics, culture, and ethnicity, and the interrelationship between these factors that determine individual and population health. These elements will be examined as they relate to the provision of culturally competent, equitable healthcare to individuals and communities across the lifespan. Students will explore patients' cultural and spiritual preferences, communication patterns, roles, values, and beliefs. A variety of vulnerable populations and practice settings will be examined with special attention to the specific health care beliefs of different groups typically seen in Tennessee's primary care practices. Emphasis is placed on identifying evidence and developing practice approaches that improve health outcomes for diverse and special populations.

NURS 6210: Family Healthcare Diagnosis & Management I (6 credit hours). This course focuses on the theoretical and clinical foundation of advanced practice nursing diagnosis and management of healthcare problems common to individuals and families across the life span. Emphasis is placed on core concepts of diagnosis and management of common acute episodic and chronic conditions of families in the context of the primary care setting and community. The student will be introduced to cost-effective, collaborative, innovative strategies and technologies to apply evidence-based principles of health promotion and disease prevention for individuals, families, communities, and clinical populations. Clinical experiences occur in a variety of primary care settings. To complete the program, students must complete the required number of hours/encounters in the specified populations (pediatric, women's health, prenatal, adult, geriatric).

NURS 6211: Family Healthcare Diagnosis & Management II (6 credit hours). This course focuses on the continuing development of the advanced practice nurse in health promotion, prevention, and diagnosis and management of acute episodic and chronic conditions common to individuals and families across the life span. Emphasis is placed on increasing competency in the development and evaluation of comprehensive, evidence-based plans of care for complex and multisystem disorders, including cost-effective, innovative strategies and technologies. Student clinical experiences occur in a variety of primary care settings, with emphasis on collaborative partnerships among individuals, families, and other healthcare professionals. To complete the program, students must complete the required number of hours in the specified populations (pediatric, women's health, prenatal, adult, geriatric).

NURS 6213: Family Healthcare Diagnosis & Managemenrt Intensive (6 credit hours). This course is the final synthesis of the theoretical and clinical foundation of advanced practice nursing in the primary care management of individuals and families across the life span. The course is comprehensive and includes diverse, culturally sensitive care that emphasizes the professional role and responsibilities of the entry-level family nurse practitioner. Students are prepared for national certification and credentialing via extensive content review. Student clinical experiences occur in a variety of primary care settings, with an emphasis on autonomous practice. To complete the program, students must meet the required number of hours in the specified populations (pediatric, women's health, prenatal, adult, geriatric) and a cumulative, standardized exit exam.

MSN-PMHNP Specialty Courses

NURS 6310: Psychopharmacology (3 credit hours). This course prepares students for safe prescribing of psychiatric medications across the lifespan. It builds on advanced pharmacological principles and reviews concepts of neuroscience, pharmacokinetics, and pharmacodynamics of various psychotropic drugs. This course examines the indications, actions, and effects of psychotropic drugs in the management of targeted psychiatric symptoms and treatment of acute and chronic psychiatric disorders across the lifespan. This course emphasizes patient safety through appropriate prescribing. Approaches to outcomes monitoring, long-term psychopharmacological management, including risks for substance abuse, are evaluated.

NURS 6311: Psychiatric Mental Health Diagnosis & Management I (6 credit hours). This course emphasizes the concepts, techniques, and knowledge necessary to conduct accurate mental health assessments across the lifespan. Data collection, including the principles of general health screening, psychiatric history taking, mental status examination, diagnostic criteria from the DSM-5, and therapeutic interviewing, will be utilized. The student will explore the psychopathology and neurobiology of major psychiatric disorders across the lifespan. Public health, epidemiology, risk factors, and neuroscience of major psychiatric disorders are reviewed. Clinical experiences occur in a variety of inpatient and outpatient settings. These experiences provide the student with an opportunity to develop clinical skills with individuals and families across the lifespan. To complete the program, students must attain the required number of hours in the specified populations (child, adolescent, adult, older adult) as well as the required number of psychotherapy hours.

NURS 6312: Psychiatric Mental Health Diagnosis & Management II (6 credit hours). This course focuses on deepening and expanding the knowledge of fundamental elements related to the development and maintenance of therapeutic relationships with clients in mental health settings. Emphasis is placed on the application of theory to clinical practice. The student will examine individual, group, and family theories and conceptual models and determine the applicability of these models as frameworks to guide advanced psychiatric mental health practice. Clinical experiences occur in a variety of inpatient and outpatient settings. Clinical experiences provide the student with an opportunity to develop clinical skills with individuals and families across the lifespan. To complete the program, students must attain the required number of hours in the specified populations (child, adolescent, adult, older adult) as well as the required number of psychotherapy hours.

NURS 6313: Psychiatric Mental Health Diagnosis & Management Intensive (5 credit hours). This course focuses on identifying clinical problems and recognizing system implications. The student will use technology to identify clinical and research evidence and critically analyze the evidence for rigor and applicability to the clinical setting. Based on this analysis, the student will develop and present realistic intervention plans including a written evidence-based review summarizing the results. The student must show how their results will improve patient outcomes for individuals with psychiatric disorders. Clinical experiences provide the student with an opportunity to expand clinical skills with individuals and families across the lifespan. Students are expected to collaborate with other health care providers in the care of their patients. This comprehensive course includes diverse, culturally sensitive care that emphasizes the professional role and responsibilities of the advanced practice psychiatric nurse. To complete the program, students must attain the required number of hours in the specified populations (child, adolescent, adult, older adult) as well as the required number of psychotherapy hours.

Appendix C

MTSU-MSN CCNE Crosswalk

Key - NONPF Core and Specialty Competencies: Primary Courses indicated with number 1 in Bold with Green Fill; Supporting Courses - number 1, but no fill; Yellow highlight in course column = one or more of these courses *may* be supporting but will analyze and evaluate once all courses developed.	APRN Core			NP Core				FNP Specialty				PMH Specialty			
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Course Number	6110	6111	6112	6011	6010	6013	6014	6012	6210	6211	6213	6310	6311	6312	6313
Course Credits	4	3	3	3	3	3	3	3	6	6	5	3	6	6	5
AACN MSN Essentials - 2011															
I. Background for Practice from Sciences and Humanities: Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
II. Organizational and Systems Leadership: Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.				1	1	1	1	1	1	1	1		1	1	
III. Quality Improvement and Safety: Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.		1	1	1	1	1	1	1	1	1	1	1			1
IV. Translating and Integrating Scholarship into Practice: Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.		1	1	1	1	1	1		1	1	1		1	1	1
V. Informatics and Healthcare Technologies: Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.	1		1	1	1	1	1		1	1	1		1		
VI. Health Policy and Advocacy: Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.				1	1	1	1	1	1	1	1	1		1	1
VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes: Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.		1	1	1		1	1	1	1	1	1		1		
VIII. Clinical Prevention and Population Health for Improving Health: Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations		1	1	1	1	1	1	1	1	1	1	1	1	1	1

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IX. Master's-Level Nursing Practice: Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
MTSU MSN Program Outcomes															
PO #1: Demonstrate synthesis and application of knowledge from nursing and related disciplines as the basis for clinical judgment and nursing practice to improve care delivery and health outcomes across populations. (MSN Essential I; NP Core [Scientific Foundations])	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
PO #2: Apply knowledge of organizational and leadership theories within the systems of healthcare using ethical principles to improve outcomes, manage risks, and provide cost-effective care. (MSN Essential II; NP Core [Leadership])		1	1	1	1	1	1	1	1	1	1	1		1	
PO #3: Engage in self-reflection that fosters personal well-being, commitment to lifelong learning, nursing expertise, and leadership. (MSN Essential II; NP Core [Leadership; Independent Practice])				1	1	1	1	1	1	1	1		1	1	1
PO #4: Utilize principles of safety science and quality to improve care delivery, and to create a culture of patient, provider, and workplace safety. (MSN Essential III; NP Core [Quality]		1	1	1	1	1	1	1	1	1	1	1	1	1	1
PO #5: Generate, synthesize, translate, apply, and disseminate knowledge to improve health outcomes, resolve practice problems, and transform health care. (MSN Essential IV; NP Core [Practice Inquiry])	1	1	1	1	1	1	1		1	1	1	1	1	1	1
PO #6: Use appropriate technologies to enhance health care services and improve health outcomes. (MSN Essential V; NP Core [Technology and Information Literacy])		1	1	1	1	1	1		1	1	1		1		
PO #7: Develop and promote a professional identity that reflects nursing characteristics, norms, and values while adhering to ethical principles to carry out professional responsibilities. (MSN Essential VI; NP Core [Policy & Ethics])	1	1	1	1	1	1	1	1	1	1	1		1	1	1
PO #8: Collaborate effectively across professions, with patients and families, and within communities to enhance care, improve outcomes, and reduce costs. (MSN Essential VII; NP Core [Leadership, Health Delivery Systems; Independent Practice])		1	1	1	1	1		1	1	1	1	1	1		
PO #9: Identify and engage partners at local, community, regional, and global levels to support and improve population health outcomes consistent with epidemiologic, genetic, and genomic data to design evidence-based approaches. (MSN Essential VIII; NP Core [Health Delivery Systems, Ethics, Leadership])		1		1	1	1		1	1	1	1		1	1	1

	APRN Core			NP Core				FNP Specialty				PMH Specialty			
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Course Number	6110	6111	6112	6011	6010	6013	6014	6012	6210	6211	6213	6310	6311	6312	6313
PO: #10: Provide person-centered evidence-based holistic care through continuous evaluation of interventions to improve care delivery and health care outcomes. (MSN Essential IX; II; NP Core [Independent Practice])	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
NONPF Core															
A. Scientific Foundation															
1. Critically analyzes data and evidence for improving advanced nursing practice		1	1		1				1	1	1	1	1	1	1
2. Integrates knowledge from the humanities and sciences within the context of nursing science.	1	1	1		1										
3. Translates research and other forms of knowledge to improve practice processes and outcomes.					1				1	1	1		1	1	1
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge					1				1	1	1		1	1	1
B. Leadership															
1. Assumes complex and advanced leadership roles to initiate and guide change				*			1	*	1	1	1		1	1	1
2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.					1		1	*	1	1	1		1	1	1
3. Demonstrates leadership that uses critical and reflective thinking							1		1	1	1		1	1	1
4. Advocates for improved access, quality and cost effective health care					1										
5. Advances practice through the development and implementation of innovations incorporating principles of change.				1			1								
6. Communicates practice knowledge effectively both orally and in writing.									1	1	1		1	1	1
7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.					1		1								
C. Quality Competencies															
1. Uses best available evidence to continuously improve quality of clinical practice.					1				1	1	1		1	1	1
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.						1									
3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.						1									
4. Applies skills in peer review to promote a culture of excellence.	1			1					1	1					1
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.									1	1	1		1	1	1
D. Practice Inquiry															
1. Provides leadership in the translation of new knowledge into practice.					1		1								

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	APRN Core			NP Core				FNP Specialty				PMH Specialty			
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Course Number	6110	6111	6112	6011	6010	6013	6014	6012	6210	6211	6213	6310	6311	6312	6313
2. Generates knowledge from clinical practice to improve practice and patient outcomes.					1				1	1	1		1	1	1
3. Applies clinical investigative skills to improve health outcomes.					1				1	1	1		1	1	1
4. Leads practice inquiry, individually or in partnership with others.									1	1	1		1	1	1
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.				1				1			1				1
6. Analyzes clinical guidelines for individualized application into practice.									1	1	1		1	1	1
E. Tech / Info Literacy															
1. Integrates appropriate technologies for knowledge management to improve health care.			1						1	1	1	1	1	1	1
2. Translates technical and scientific health information appropriate for various users' needs.									1				1		
2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.	1								1				1		
2b). Coaches the patient and caregiver for positive behavioral change.				1					1				1		
3. Demonstrates information literacy skills in complex decision making.									1	1	1		1	1	1
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.									1	1	1		1	1	1
5. Uses technology systems that capture data on variables for the evaluation of nursing care.									1	1	1		1	1	1
F. Policy															
1. Demonstrates an understanding of the interdependence of policy and practice.						1	1								
2. Advocates for ethical policies that promote access, equity, quality, and cost.						1	1								
3. Analyzes ethical, legal, and social factors influencing policy development.						1	1								
4. Contributes in the development of health policy.						1	1								
5. Analyzes the implications of health policy across disciplines.						1	1								
6. Evaluates the impact of globalization on health care policy development						1									
7. Advocates for policies for safe and health practice environments.						1	1								
G. Health Delivery System															
1. Applies knowledge of organizational practices and complex systems to improve health care delivery.							1								
2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.				1			1								
3. Minimizes risk to patients and providers at the individual and systems level.			1	1					1	1	1	1	1	1	1
4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.						1		1							

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Course Number	6110	6111	6112	6011	6010	6013	6014	6012	6210	6211	6213	6310	6311	6312	6313
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.						1									
6. Analyzes organizational structure, functions and resources to improve the delivery of care.							1								
7. Collaborates in planning for transitions across the continuum of care.								1	1	1	1		1	1	1
H. Ethics															
1. Integrates ethical principles in decision making.						1									
2. Evaluates the ethical consequences of decisions.						1									
3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.						1									
I. Independent Practice															
1. Functions as a licensed independent practitioner.	1	1	1	1					1	1	1	1	1	1	1
2. Demonstrates the highest level of accountability for professional practice	1								1	1	1		1	1	1
3. Practices independently managing previously diagnosed and undiagnosed patients									1	1	1		1	1	1
3a) Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.				1				1	1	1	1		1	1	1
3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings	1								1	1	1		1	1	1
3c). Employs screening and diagnostic strategies in the development of diagnoses	1			1					1	1	1		1	1	1
3d). Prescribes medications within scope of practice.			1						1	1	1		1	1	1
3e). Manages the health/illness status of patients and families over time				1				1	1	1	1		1	1	1
4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.	1							1	1	1	1		1	1	1
4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.	1								1	1	1		1	1	1
4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.	1								1	1	1		1	1	1
4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.	1							1	1	1	1		1	1	1
4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.								1	1	1	1		1	1	1
4.e Develops strategies to prevent one's own personal biases from interfering with delivery of quality care.	1					1		1	1	1	1		1	1	1
4.f Addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff and caregivers	1					1		1	1	1	1		1	1	1
5. Educates professional and lay caregivers to provide culturally and spiritually sensitive, appropriate care.	1			1					1	1	1		1	1	1

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	APRN Core			NP Core				FNP Specialty				PMH Specialty			
Course Title	Adv Hlth Assess	Adv Patho	Adv Pharm	Health Promotion/ Ds Prev	Theory & EBP	Ethics, Policy, Econ	NP Role & Leadership	Diversity & Caring for Special Populations	Family Healthcare Diagnosis and Management I	Family Healthcare Diagnosis and Management II	Family Healthcare Diagnosis and Management Practicum	Psychopharmacology	Psychiatric MH Diagnosis & Management I	Psychiatric MH Diagnosis & Management II	Psychiatric MH Practicum
Course Number	6110	6111	6112	6011	6010	6013	6014	6012	6210	6211	6213	6310	6311	6312	6313
6. Collaborates with both professional and other caregivers to achieve optimal care outcomes.									**1**	**1**	**1**		**1**	**1**	**1**
7. Coordinates transitional care services in and across care settings.								**1**	**1**	**1**	**1**		**1**	**1**	**1**
8. Participates in the development, use, and evaluation of professional standards and evidence-based care.				**1**					1	1	1		1	1	1
NONPF FNP Population															
B. Leadership															
1. Works with individuals of other professions to maintain a climate of mutual respect and shared values.				**1**		1	1	**1**	1	1	1				
2. Engages diverse health care professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.				**1**			1	**1**	1	1	1				
3. Engages in continuous professional and interprofessional development to enhance team performance.				1			**1**		1	1	1				
4. Assumes leadership in interprofessional groups to facilitate the development, implementation and evaluation of care provided in complex systems.							**1**		1	1	1				
I. Independent Practice															
1. Obtains and accurately documents a relevant health history for patients of all ages and in all phases of the individual and family life cycle using collateral information, as needed.	**1**								1	1	1				
2. Performs and accurately documents appropriate comprehensive or symptom-focused physical examinations on patients of all ages **(including developmental and behavioral screening, physical exam and mental health evaluations).**	**1**	1		**1**				**1**	1	1	1				
3. Identifies health and psychosocial risk factors of patients of all ages and families in all stages of the family life cycle.	**1**			**1**					1	1	1				
4. Identifies and plans interventions to promote health with families at risk.	**1**			**1**					1	1	1				
5. Assesses the impact of an acute and/or chronic illness or common injuries on the family as a whole.	1			**1**				1	1	1	1				
6. Distinguishes between normal and abnormal change across the lifespan.	**1**	1							1	1	1				
7. Assesses decision-making ability and consults and refers, appropriately.	**1**			1				**1**	1	1	1				
8. Synthesizes data from a variety of sources to make clinical decisions regarding appropriate management, consultation, or referral.				1	**1**				1	1	1				
9. Plans diagnostic strategies and makes appropriate use of diagnostic tools for screening and prevention, with consideration of the costs, risks, and benefits to individuals.	1	1	1	**1**				**1**	**1**	**1**	**1**				
10. Formulates comprehensive differential diagnoses.	**1**								1	1	1				

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	APRN Core			NP Core				FNP Specialty				PMH Specialty			
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Course Number	6110	6111	6112	6011	6010	6013	6014	6012	6210	6211	6213	6310	6311	6312	6313
11. Manages common acute and chronic physical and mental illnesses, including acute exacerbations and injuries across the lifespan to minimize the development of complications, and promote function and quality of living.		1	1	1				**1**	**1**	**1**	**1**				
12. Prescribes medications with knowledge of altered pharmacodynamics and pharmacokinetics with special populations, such as infants and children, pregnant and lactating women, and older adults.			**1**					**1**	1	1	1				
13. Prescribes therapeutic devices.			**1**					1	**1**	**1**	1				
14. Adapts interventions to meet the complex needs of individuals and families arising from aging, developmental/life transitions, co-morbities, psychosocial, and financial issues.				**1**				**1**	1	1	1				
15. Assesses and promotes self-care in patients with disabilities.								**1**	1	1	1				
16. Plans and orders palliative care and end-of-life care, as appropriate.								1	1	1	1				
17. Performs primary care procedures.									**1**	**1**	**1**				
18. Uses knowledge of family theories and development stages to individualize care provided to individuals and families.				**1**					1	1	1				
19. Facilitates family decision-making about health.				**1**					1	1	1				
20. Analyzes the impact of aging and age-and disease-related changes in sensory/perceptual function, cognition, confidence with technology, and health literacy and numeracy on the ability and **readiness to learn and tailor interventions accordingly.**	1			**1**					1	1	1				
21. Demonstrates knowledge of the similarities and differences in roles of various health professionals proving mental health services, e.g., psychotherapists, psychologist, psychiatric social worker, psychiatrist, and advanced practice psychiatric nurse.								**1**	1	1	1				
22. Evaluates the impact of life transitions on the health/illness status of patients and the impact of health and illness on patients (individuals, families, and communities).				**1**				**1**	1	1	1				
23. Applies principles of self-efficacy/empowerment in promoting behavior change.				**1**					1	1	1				
24. Develops patient-appropriate educational materials that address the language and cultural beliefs of the patient.								**1**	1	1	1				
25. Monitors specialized care coordination to enhance effectiveness of outcomes for individuals and families.				**1**				**1**	1	1	1				
NONPF PMHNP Population															
B. Leadership															
1. Participates in community and population-focused programs that promote mental health and prevent or reduce risk of mental health problems and psychiatric disorders.													**1**	**1**	**1**
2. Advocates for complex patient and family medicolegal rights and issues.						1	1						**1**	**1**	**1**

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	APRN Core			NP Core				FNP Specialty				PMH Specialty			
Course Title	Adv Hlth Assess	Adv Patho	Adv Pharm	Health Promotion/ Ds Prev	Theory & EBP	Ethics, Policy, Econ	NP Role & Leadership	Diversity & Caring for Special Populations	Family Healthcare Diagnosis and Management I	Family Healthcare Diagnosis and Management II	Family Healthcare Diagnosis and Management Practicum	Psychopharmacology	Psychiatric MH Diagnosis & Management I	Psychiatric MH Diagnosis & Management II	Psychiatric MH Practicum
Course Number	6110	6111	6112	6011	6010	6013	6014	6012	6210	6211	6213	6310	6311	6312	6313
3. Collaborates with interprofessional colleagues about advocacy and policy issues at the local, state, and national related to reducing health disparities and improving clinical outcomes for populations with mental health problems and psychiatric disorders.						1	1						1	1	1
C. Quality															
Evaluates the appropriate uses of seclusion and restraints in care processes.													1	1	1
F. Policy															
Employs opportunities to influence health policy to reduce the impact of stigma on services for prevention and treatment of mental health problems and psychiatric disorders						1	1								
I. Independent Practice															
1. Develops an age-appropriate treatment plan for mental health problems and psychiatric disorders based on biopsychosocial theories, **evidence-based standards of care, and practice guidelines.**	1				1								1	1	1
2. Includes differential diagnosis for mental health problems and psychiatric disorders.	1												1	1	1
3. Assess impact of acute and chronic medical problems on psychiatric treatment													1	1	1
4. Conducts individual and group psychotherapy													1	1	
5. Applies supportive, psychodynamic principles, cognitive-behavioral and other evidence based psychotherapy/-ies to both brief and long term individual practice.													1	1	
6. Applies recovery oriented principles and trauma focused care to individuals.													1	1	1
7. Demonstrates best practices of family approaches to care.				1									1	1	1
8. Plans care to minimize the development of complications and promote function and quality of life.		1	1									1	1	1	1
9. Treats acute and chronic psychiatric disorders and mental health problems.												1	1	1	1
10. Safely prescribes pharmacologic agents for patients with mental health problems and psychiatric disorders.			1									1	1	1	1
11. Ensures patient safety through the appropriate prescription and management of pharmacologic and non-pharmacologic interventions.			1									1	1	1	1
12. Explain the risks and benefits of treatment to the patient and their family.													1	1	1
13. Identifies the role of PMHNP in risk-mitigation strategies in the areas of opiate use and substance abuse clients.			1									1	1	1	1
14.Seeks consultation when appropriate to enhance one's own practice.													1	1	1
15. Uses self-reflective practice to improve care.													1	1	1
16. Provides consultation to health care providers and others to enhance quality and cost- effective services.													1	1	1
17. Guides the patient in evaluating the appropriate use of complementary and alternative therapies.												1	1	1	1

Key - NONPF Core and Specialty Competencies: Primary Courses indicated with number 1 in Bold with Green Fill; Supporting Courses - number 1, but no fill; Yellow highlight in course column = one or more of these courses *may* be supporting but will analyze and evaluate once all courses developed.	APRN Core			NP Core				FNP Specialty				PMH Specialty			
Course Title	Adv Hlth Assess	Adv Patho	Adv Pharm	Health Promotion/ Ds Prev	Theory & EBP	Ethics, Policy, Econ	NP Role & Leadership	Diversity & Caring for Special Populations	Family Healthcare Diagnosis and Management I	Family Healthcare Diagnosis and Management II	Family Healthcare Diagnosis and Management Practicum	Psychopharmacology	Psychiatric MH Diagnosis & Management I	Psychiatric MH Diagnosis & Management II	Psychiatric MH Practicum
Course Number	6110	6111	6112	6011	6010	6013	6014	6012	6210	6211	6213	6310	6311	6312	6313
18. Uses individualized outcome measure to evaluate psychiatric care.													1	1	1
19. Manages psychiatric emergencies across all settings.													1	1	1
20. Refers patient appropriately.													1	1	1
21. Facilitates the transition of patients across levels of care.													1	1	1
22. Uses outcomes to evaluate care.					1								1	1	1
23. Attends to the patient- nurse practitioner relationship as a vehicle for therapeutic change.				1									1	1	1
24. Maintains a therapeutic relationship over time with individuals, groups, and families to promote positive clinical outcomes.													1	1	1
25. Therapeutically concludes the nurse- patient relationship transitioning the patient to other levels of care, when appropriate.													1	1	1
26. Demonstrates ability to address sexual/physical abuse, substance abuse, sexuality, and spiritual conflict across the lifespan.													1	1	1
27. Applies therapeutic relationship strategies based on theories and research evidence to reduce emotional distress, facilitate cognitive and behavioral change, and foster personal growth													1	1	1
28. Apply principles of self-efficacy/ empowerment and other self-management theories in promoting relationship development and behavior change.													1	1	1
29. Identifies and maintains professional boundaries to preserve the integrity of the therapeutic process.													1	1	1
30. Teaches patients, families and groups about treatment options with respect to developmental, physiological, cognitive, cultural ability and readiness.													1	1	1
31. Provides psychoeducation to individuals, families, and groups regarding mental health problems and psychiatric disorders.													1	1	1
32. Modifies treatment approaches based on the ability and readiness to learn.													1	1	1
33. Considers motivation and readiness to improve self-care and healthy behavior when teaching individuals, families and groups of													1	1	1
34. Demonstrates knowledge of appropriate use of seclusion and restraints.													1	1	1
35. Documents appropriate use of seclusion and restraints.													1	1	1

Appendix D

Accelerated Program of Study: MSN-PMHNP

MSN-PMHNP Accelerated Program of Study		
Semester 1	**Semester 2**	**Semester 3**
NURS6110 Advanced Health Assessment (4) NURS6111 Advanced Pathophysiology (3) NURS6112 Advanced Pharmacology (3) Total: 10	NURS6310 Psychopharmacology (3) NURS6011 Health Promotion & Disease Prevention Across the Lifespan (3) NURS6311 Psychiatric Mental Health Diagnosis & Management I (Didactic 4 credit hours/Clinical 2 credit hours [180 clinical hours]) Total: 12	NURS6013 Ethics, Healthcare Policy, & Economics (3) NURS6010 Theory & Evidence Based Practice (3) NURS6312 Psychiatric Mental Health Diagnosis & Management II (Didactic 4 credit hours/Clinical 2 credit hours [180 clinical hours]) Total: 12
Semester 4		
NURS6014 NP Role & Leadership in Healthcare (3) NURS6313 Psychiatric Mental Health Diagnosis & Management Intensive (Didactic 2 credit hours/Clinical 3 credit hours [270 clinical hours]) Total: 8	Total: 42 Credit Hours	

Part-Time Program of Study: MSN-PMHNP

PMHNP Part-Time Program of Study		
Semester 1	**Semester 2**	**Semester 3**
NURS6111 Advanced Pathophysiology (3) NURS6010 Theory & Evidence Based Practice (3) Total: 6 hours	NURS6112 Advanced Pharmacology (3) NURS6013 Ethics, Healthcare Policy, & Economics (3) Total: 6 hours	NURS6014 NP Role & Leadership in Healthcare (3) NURS6011 Health Promotion & Disease Prevention Across the Lifespan (3) Total: 6 hours
Semester 4	**Semester 5**	**Semester 6**
NURS6110 Advanced Health Assessment (4) NURS6310 Psychopharmacology (3) Total: 7 hours	NURS6311 Psychiatric Mental Health Diagnosis & Management I (Didactic 4 credit hours/Clinical 2 credit hours [180 clinical hours]) Total: 6 hours	NURS6312 Psychiatric Mental Health Diagnosis & Management II (Didactic 4 credit hours/Clinical 2 credit hours [180 clinical hours]) Total: 6 hours
Semester 7		
NURS6313 Psychiatric Mental Health Diagnosis & Management Intensive (Didactic 2 credit hours/Clinical 3 credit hours [270 clinical hours]) Total: 5 hours	Total: 42 Credit Hours	

Appendix F

Program of Study: PMHNP Certificate

PMHNP-PMC Program of Study		
Semester 1	**Semester 2**	**Semester 3**
NURS6310 Psychopharmacology (3)	NURS6311 Psychiatric Mental Health Diagnosis & Management I (Didactic 4 credit hours/Clinical 2 credit hours [180 clinical hours])	NURS6312 Psychiatric Mental Health Diagnosis & Management II (Didactic 4 credit hours/Clinical 2 credit hours [180 clinical hours])
Total: 3	Total: 6 hours	Total: 6 hours
Semester 4		
NURS6313 Psychiatric Mental Health Diagnosis & Management Intensive (Didactic 2 credit hours/Clinical 3 credit hours [270 clinical hours])		
Total: 5	Total: 20 Credit Hours	

Faculty Credentials

Faculty Name	Degrees	Course Assignment	Certifications & Licensures	Distribution of Responsibilities	
				BSN	MSN
Melissa Allen (CT)	MS- Neonatal Practitioner FNP-PMC B.S.N. A.S.N.	*Graduate Course:* 6210 DMI Cl *Undergraduate Courses:* 3560 OB Cl	Neonatal Nurse Practitioner Electronic Fetal Monitoring Maternal Newborn Nursing Impatient Obstetrics R.N.	87.5%	12.5%
Amy Ayer (PT)	M.S.N. B.S.N.	*Undergraduate Courses:* NURS3040 Health Assess Lab *Graduate Courses:* NURS6602-FNP I clinical	FNP-BC R.N.	6.6%	3.3%
Janis Brewer (FTT)	D.N.P. M.S.N. B.S.N.	*Graduate Courses:* NURS6609 FNP Practicum NURS6604 FNPII Adult Cl NURS6101 Adv HA Cl	R.N. FNP	0%	100%
Cathy A. Cooper (T)	Ed.D. – Educational Leadership M.S.N. – Nursing of Adults B.S.N.	*Undergraduate Courses:* NURS3042- Basic Dosage Calculation 4590 Capstone Cl *Graduate Courses:* 6101 Adv HA Didactic/Cl	Certified Nurse Educator R.N.	58%	42%
Yvonne Creighton (CT)**	M.S.N. B.S.N.	*Undergraduate Courses:* 3380 Psy Mental Health	PMHNP-BC FNP-c Certified Critical Care Nurse - CCRN ACLS BLS R.N.	80%	20%
Tammy Cyr (PT) *Not teaching this semester.*	MSN/ Family Psychiatric Mental Health Nurse Practitioner BSN	*Graduate Courses Qualified to Teach:* NURS6311- Psychiatric Mental Health Diagnosis & Management NURS6312- Psychiatric Mental Health Diagnosis & Management NURS6313- Psychiatric Mental Health Diagnosis & Management	ANCC-PMHNP CPR RN		

Mary K. Duncan (CT)	M.S.N. B.S.N.	*Undergraduate Courses:* NURS3560 OB Cl *Graduate Courses:* NURS6210 DMI Cl	Advanced Practice Nurse Family Nurse Practitioner ANCC R.N.	86.6%	13.4%
Joyce Finch (CT)*****	M.S.N. M.Ed B.A. A.S.N.	*Undergraduate Courses:* NURS3360 Intro to Practice Cl	R.N.	100%	0%
Michelle Finch (T)	Ph.D. Nursing Education M.S.N. B.S. A.S.N.	*Undergraduate Courses:* NURS4586Peds Cl Sim NURS4390 Research *Graduate Courses:* NURS6010 Theory/EBP	Pediatric Nurse – Certified R.N.	50%	50%
Amanda J. Flagg (T)	Ph.D. – Clinical Nurse Scientist M.S.N. – Acute Nursing Ed.M. – Counseling & Education B.S.N.	*Undergraduate Courses:* NURS3350 Intro to Practice NURS4590 Capstone Cl *Graduate Courses:* NURS6010 Theory/EBP	Certified Nurse Educator Clinical Nurse Specialist - Medical/Surgical Specialty R.N.	78.50%	21.5%
Angela Frazier (PT)	M.N. B.S.N. B.S.N.	*Undergraduate Courses:* NURS3041 Clinical Skills Lab NURS3360 Intro to Nsg Cl NURS4586 Peds Cl	APRN R.N.	77%	0%
Stasha Hampton (PT)	B.S.N. B.S.	*Undergraduate Courses:* NURS3390 Mental Health Clinical	BLS	12%	0%
Brittany Harris (PT)	M.S.N. B.S.N.	*Undergraduate Courses:* NURS3360 Intro to Nsg Cl NURS3540 Adults I Cl	R.N.	77%	0%
Amy Heath (PT)	M.N. in Education B.S.N.	*Undergraduate Courses:* NURS3041Clinical Skills Lab	CEN BLS ACLS PALS NRP TNCC NRP IABP	15%	0%

			VAD ECMO R.N.		
Carolyn D. Hix (PT)	D.N.P. – Nursing Administration M.S.N. B.S.N. A.S.N.	*Graduate Courses* NUR6103 Ethics, HCP, & Econ NURS6990 Scholarly Synthesis	R.N.	0%	40%
Mary Lynn Hubbard (CT)	M.S. B.S.	*Undergraduate Courses:* NURS3390 Mental Health Clinical	PMH Nursing Certification from ANCC R.N.	100%	0%
Heather Jackson (PT)	D.N.P. M.S.N. B.S.N.	*Graduate Courses:* NURS6606 FNP III Pedi Cl	Family Nurse Practitioner – Certified R.N.	0%	13%
Leigh Ann Krabousanos (CT)	M.S.N. B.S.N. A.S.N.	*Undergraduate Courses:* NURS 3360 Introduction to Nursing Practice Clinical NURS 3540 Adult I Clinical	R.N. BLS ACLS	100%	0%
Barbara Lancaster (TT)	D.N.P. – Nursing M.S.N. – Women's Health A.S.N.	*Undergraduate Courses:* NURS3000 Professionalism NURS4370 Community NURS4380 Community Clinical *Graduate Courses:* NURS 6601 FNP I Didactic NURS6602 FNP I Clinic	Women's Health Nurse Practitioner - Certified R.N.	60%	40%
Deborah Lee (NTT) Chair of Excellence	Ph.D. – Nursing M.S.N. B.S.N. A.S.N.	*Undergraduate Courses:* NURS 3390 Mental Health Clinical	R.N.	10%	0%
Brandi Lindsey (T)	Ph.D. – Nursing M.S.N. B.S.N.	*Undergraduate Courses:* NURS 4585 Caring for Children/Teens NURS 4590 Capstone *Graduate Courses:* NURS 6605 FNP III Peds Didactic	Pediatric Nurse Practitioner, Certified Pediatric Advanced Life Support R.N.	75%	25%
Brittany Marks (PT) *Not teaching this semester*	M.S.N. B.S.N.	*Graduate Courses Qualified to Teach:* All FNP Clinical Courses	ACLS/BLS		
Jennifer McGlothlin (PT)	MSN-MHNP BS-Psychology	*Graduate Courses Qualified to Teach:*	Psychiatric MHNP certification	0%	0%

Not teaching this Semester	(neuroscience emphasis)	NURS6311 Psychiatric Mental Health Diagnosis & Management NURS6312 Psychiatric Mental Health Diagnosis & Management NURS6313- Psychiatric Mental Health Diagnosis & Management	Certified Addictions Registered Nurse of Advanced Practice RN APRN DEA		
Leigh Ann McInnis (T)*	Ph.D. – Educational Leadership M.S.N. – Family Nurse Practitioner B.S.N.	*Graduate Courses:* NURS 6603 FNP II Didactic NURS 6609 FNP Practicum	Family Nurse Practitioner - Certified Advanced Practice RN - TN Certified Online Instructor R.N.	0%	100%
Richard Meeks (T)	D.N.P. – Nursing Leadership M.S.N. – Nursing Administration B.S.N. A.S.N.	*Undergraduate Courses:* NURS 4330- Adult Health II NURS3030 Health Assessment NURS3040 Health Assessment Lab	Certified Online Instructor Certified Nursing Education R.N.	100%	0%
Shelley Moore (T)	Ph.D. – Health Science Research & Education M.S.N. – Nursing Administration B.S. – Nursing	*Undergraduate Courses:* NURS 3580 Health & Gerontology NURS4340 Adult Health II Clinical NURS 4590 Capstone	Certified Online Instructor R.N.	100%	0%
Angela Morehead (TT)****	D.N.P. – Nursing M.S.N. B.S.N. B.S. - Psychology	*Undergraduate Courses:* NURS3550OB *Graduate Courses:* NURS6210DMI	Family Nurse Practitioner – Certified R.N.	42%	58%
Leah Mueller (PT)	Doctor of Pharmacy B.S.-Biochemistry	*Graduate Courses:* NURS6104 Advanced Pharmacology NURS6310 Psychopharmacology	Registered Pharmacist, State of TN Scholarship of Teaching and Learning Certificate Program BLS Certificate: Delivering Medication Therapy Management Services –	0%	40%

			American Pharmacists Assoc. (APA) Certificate: Pharmacy Based Immunization Delivery, APA		
Kay Murphree (TT)	Ed.D in Nursing M.S.N. B.S.N.	*Undergraduate Courses:* NURS3540 Adult Health I Didactic NURS4340 Adult Health II Clinical NURS6103 Adv Pathophysiology	Medical-Surgical R.N. - Certified R.N.	78%	22%
Denise Musgrove (PT)	A.S.N.	NURS3041 Clinical Skills Lab	R.N.	10%	0%
Laura Omohundro (FTT)	D.N.P. M.S.N. B.S.	*Graduate Courses:* NURS6609- FNP Practicum	Advanced Practice Nurse, State of TN AACN Board Certified FNP R.N.	0%	100%
Melissa Palicka (CT)	M.S.N. B.S.N. B.S.	*Undergraduate Courses:* NURS3041 Clinical Skills Lab NURS4586- Caring for Children/Teens Clinical	R.N. AHA, BLS Instructor	100%	0%
LaTisha Pike (PT) *Not Teaching this Semester*	M.S.N. B.S.N.	*Graduate Courses Qualified to Teach:* NURS6311- Psychiatric Mental Health Diagnosis & Management NURS6312- Psychiatric Mental Health Diagnosis & Management NURS6313- Psychiatric Mental Health Diagnosis & Management	R.N.	0%	0%
Kristi Plunk (CT)	M.S.N. B.S.N.	*Undergraduate Courses:* NURS 3560 Caring for Childbearing Clinical NURS3041 Clinical Skills	Advanced Fetal Monitoring Neonatal Resuscitation Program (NRP) B.L.S. R.N.	100%	0%
Barbara Presley (PT)	M.S.N. B.S.N.	*Graduate Courses:* NURS 6604 FNP II Clinical	Advanced Practice Nurse - TN Adult Nurse Practitioner - Certified Certified Diabetes Educator R.N.	0%	20%
Fatin Qazait (PT)	M.S.N.	*Graduate Courses Qualified to Teach:*	Registered Medical Examiner on the Federal	0%	0%

Not Teaching this Semester		All FNP Clinical Courses Adv Health Assessment Cl	Motor Carrier Safety Administration's National Registry (DOT). American Association of Nurse Practitioners (AANP) Board Certified. American Nurses Credentialing Center (ANCC) Board Certified Advanced Practice Nurse with Certificate. R.N. ACLS BLS		
Karin Randolph (CT)	M.S.N. B.S.N.	*Undergraduate Courses* NURS3360 Intro to Nsg Cl NURS3540 Adult I Cl	R.N.	100%	0%
Garrett Salmon (TT)	D.N.P. - Nursing M.S. – Nursing Anesthesia B.S.N. B.A. – Political Science	*Undergraduate Courses:* NURS3010 Pathophysiology NURS Intro to Nsg Cl *Graduate Courses:* NURS6104 Adv Pharm NURS6013 Ethics, Pol & Econ	Certified Registered Nurse Anesthetist R.N.	33%	67%
Jenny Sauls (T)***	Ph. D. – Nursing M.S.N. B.S.N. A.A.-Nursing	*Undergraduate Courses:* NURS4330 Adult Health II	Certified Nurse Educator R.N.	20%	0%
Suzanne Scoble (PT)	M.S.N. B.S.N.	*Undergraduate Courses:* NURS3560 Caring for Childbearing Clinical Sim	Family Nurse Practitioner - Certified BLS certified R.N.	5%	0%
Sherri Stevens (T)	Ph.D. – Nursing M.S.N. – Adult Acute Care B.S.N. A.S.N.	*Undergraduate Courses:* NURS3170 Pharmacology NURS4570 Leadership *Graduate Courses:* NURS6013 Ethics, Pol & Econ	R.N.	67%	33%
Jenni Stinnett (PT)	D.N.P. M.S.N. B.S.N.	*Graduate Courses:* NURS6606 FNP III Pediatrics Clinical	PNP, PNCB board certified APN, State of TN R.N. BLS certified PALS certified	0%	13%

			Certified IUD insertion: Mirena, Skyla and Paraguard Certified Nexplanon insertion		
Andrea Taylor (PT) *Not Teaching this Semester*	D.N.P. M.S.N. B.S.N.	*Courses Qualified to Teach:* NURS3360- Introduction to Nursing Practice Clinical All FNP Clinical Courses	R.N. APN, State of TN American Nurses Credentialing Center, Certified FNP	0%	0%
Aaron Vantrease (PT)	B.S.N.	*Undergraduate Courses:* NURS3041 Clinical Skills Lab	BLS R.N. Medical-Surgical Certification	5%	0%
Todd Vickery (CT)	M.S.N. B.S.N.	*Undergraduate Courses:* NURS3360 Introduction to Nursing Practice Clinical NURS3540 Adult I Clin NURS4340 Adult Health II Clinical	R.N. ACLS certified	100%	0%
Brent Wilson (PT) *Not Teaching this Semester*	MSN-PMHNP BSN	*Graduate Courses Qualified to Teach:* NURS6311- Psychiatric Mental Health Diagnosis & Management NURS6312- Psychiatric Mental Health Diagnosis & Management NURS6313- Psychiatric Mental Health Diagnosis & Management	PMHNP Post-Master's Certificate RN		
Linda Wilson (T)	Ph.D. – Nursing Education M.S.N. – Clinical Nurse Specialist B.S.N	*Graduate Courses:* NURS6103 Adv Patho	Clinical Nurse Specialist R.N.	0%	100%
Rachel Young (CT)	M.S.N. B.S.N.	*Undergraduate Courses:* NURS3040 Health Assessment Lab NURS3360 Introduction to Nursing Clinical NURS3540vAdult Health I Clinical	R.N. CPR/BLS certified ACLS certified PALS certified Nurse Preceptor certification TNC certified	100%	0%

Tasha Young (PT)	M.B.A. M.S.N. B.S.N.	*Graduate Courses:* NURS6110 Adv Health Assessment Lab		R.N.	0%	10%
			Suicide Prevention Training			
Kathy Zimmerman (PT)	PhD. M.S. B.S.	*Graduate Courses:* 6011Health Promotion Disease Prevention 6012Diversity	R.N. Advanced Practice Nurse, FNP FNP Certified (FNP-BC) ANCC Advanced Practice Holistic Nurse Certified (APHN-BC)- AHNCC Certified Classical Homepath (CCH) – Council for Homeopathic Certification Certified Medical Examiner – Federal Motor Carrier Safety Admin. (FMCSA) BCLS	0%	75%

F.T.E. calculation is based on 5 course preparations (15 sch) per semester or a total of 10 preparations per academic year. Thus one course equals 10% of total load per academic semester.

Information based on fall 2017 data.

CH (credit hour)

TT [Tenure-Track Faculty teach 12 CH/semester (80% teaching/20% scholarship/service)]

T [Tenured Faculty teach 12 CH/semester (80% teaching/20% scholarship/service)]

CT [Clinical Tract Faculty teach 15 CH/semester (100% teaching)]

FTT- [Full-Time Temp, teach 15 CH/semester (100% teaching)]

PT (Part-time faculty or adjunct)

* 4 CH reassigned time for FNP Coordinator Role

** 9 CH reassignment for PMH Coordinator Role and UG Clinical Coordinator Role

*** 80% Administration – Director

**** 3 CH reassignment for FNP Preceptor Vetting

***** 5 CH reassignment for UG Clinical/Sim Lab Coordination

Appendix H

Letters of Approval for PMHNP

June 3, 2020

Jenny Sauls, PhD, MSN, RN, CNE
Professor and Director of Nursing
Middle Tennessee State University
P.O. Box 81, 1301 E. Main
Murfreesboro, TN 37132

Dear Dr. Sauls:

The Tennessee Board of Nursing in session May20 & 21, 2020 accepted the consent agenda items which included the request by MTSU School of Nursing to add the Psychiatric-Mental Health Nurse Practitioner track to the existing fully approved MSN-FNP program and to replace the current FNP Post Master Certificate with the PMHNP Post Master certificate.

The Board extends support to MTSU School of Nursing for ongoing success. If we may be of any assistance, please contact me or any of the nurse consultants at our office.

Sincerely,

Peggy Daniel, MSN, RN CNE
Nurse Consultant
Tennessee Board of Nursing

2010 CIP	Major Name		Award	Credit Hours
31.51.3801.11	PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP)		4.1 C4	20

Board Approval	THEC Approval	Implementation Date	Program ACM	Off Campus Location
JAN 2020		MAY 2020		

Concentrations	Academic Common Market

General Information

Instructions

NOTE: You must consult with the vice provost for academic programs before initiating the curriculum process for a new academic program.

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

CLICK ON Save All Changes after each section.

LAUNCH proposal by clicking ▶ in the top left corner.

NAVIGATE to the top right side of the page and click on ✅ within the Proposal Toolbox (once proposed changes are made) to **move** the Proposal forward.

New Program/ Reactivation*
☑ New program
☐ Program reactivation

Department/College*   Nursing

Academic program title*   Nursing, Psychiatric Mental Health Nurse Practitioner, M.S.N.

Degree type*   Master of Science in Nursing

Program type*   Concentration

Level*   ○ Undergraduate   ⦿ Graduate

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Proposed Program

Proposed program *   ☐ New Major

☑ New Concentration

☐ New Certificate

☐ New Minor

☐ Reactivation of Major or Concentration

Attach Required Files

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Please attach the following:

New Major

      THEC: New Academic Program Proposal (NAPP)

New Major from Existing Concentration

      THEC: Academic Program Modifications (APM) Checklist

New Concentration

      THEC form: A1.5D
      Program description: Provide overview and description of the proposed concentration, the
      target audience, program outcomes, the delivery method (on-ground, online, hybrid, etc.),
      projected enrollment, estimated new expenses, and any other pertinent information.
      Undergraduate: Upper-division form (See advising manager of your college for most recent
      form.)
      Graduate: Program of study (curriculum)

New Certificate

      THEC form: A1.5A
      Program description: Provide overview and description of the proposed concentration, the
      target audience, program outcomes, the delivery method (on-ground, online, hybrid, etc.),
      projected enrollment, estimated new expenses, and any other pertinent information.
      Undergraduate/Graduate: Program of study (curriculum)

New Minor

      Program description: Provide overview and description of the proposed minor, the target
      audience, program outcomes, the delivery method (on-ground, online, hybrid, etc.), projected
      enrollment, estimated new expenses, and any other pertinent information.
      Undergraduate/Graduate: Program of study (curriculum)

Reactivation of Major or Concentration

      THEC form: A1.5J
      Program description: Provide overview and description of the proposed reactivation of a
      major or concentration, the target audience, program outcomes, the delivery method (on-
      ground, online, hybrid, etc.), projected enrollment, estimated new expenses, and any other
      pertinent information.
      Undergraduate: Upper-division form (See advising manager of your college for most recent
      form.)
      Graduate: Program of study (curriculum)

Files may be uploaded by navigating to the Proposal Toolbox **in the top right corner.**

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Contact Information

Department contact name* Richard Meeks

Campus phone* 615-494-8657

Campus email* richard.meeks@mtsu.edu

Routing

Select College and Curriculum Committee.

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Select College and Curriculum Committee*

○ CBAS - Aerospace.

○ CBAS - Agriculture.

○ CBAS - Biology Undergraduate ^

○ CBAS - Biology Graduate *

○ CBAS - Chemistry.

○ CBAS - Computer Science.

○ CBAS - Concrete and Construction Management.

○ CBAS - Engineering Technology.

○ CBAS - Geosciences.

○ CBAS - Mathematical Sciences Undergraduate ^

○ CBAS - Mathematical Sciences Graduate *

○ CBAS - Military Science.

○ CBAS - Physics and Astronomy.

○ CBAS Other

○

○ CBHS - Criminal Justice Administration.

○ CBHS - Health and Human Performance.

○ CBHS - Health and Human Performance Graduate *

○ CBHS - Human Sciences.

◉ CBHS - Nursing.

○ CBHS - Psychology Undergraduate ^

○ CBHS - Psychology Graduate *

○ CBHS - Social Work Undergraduate ^

○ CBHS - Social Work Graduate *

○ CBHS Other

○

○ JCB - Accounting Undergraduate ^

○ JCB - Accounting Graduate *

○ JCB - Economics Undergraduate ^

○ JCB - Economics Graduate *

○ JCB - Finance Undergraduate /

○ JCB - Finance Graduate #

○ JCB - Information Systems and Analytics Undergraduate ^

○ JCB - Information Systems and Analytics Graduate *

○ JCB - Management.

○ JCB - Marketing Undergraduate ^

○ JCB - Marketing Graduate *

○ JCB - MBA Program.

○ JCB Other

○

○ COE - Early Childhood #

○ COE - K-5 Undergraduate ^

66

○ COE - Library Science.

○ COE - Literacy (MEd) /

○ COE - Literacy Studies (PhD).

○ COE - Middle Level Education !

○ COE - Special Education (Interv, Comp, and Early Childhood SE)

○ COE - Educational Leadership - Teacher Education ^

○ COE - Educational Leadership Graduate *

○ COE Other

○

○ CLA - Africana Studies.

○ CLA - Art and Design.

○ CLA - Communication Studies.

○ CLA - English – General Education ^

○ CLA - English – Undergraduate #

○ CLA - English – Graduate *

○ CLA - English – Online /

○ CLA - Global Studies and Human Geography.

○ CLA - History – General Education /

○ CLA - History – Undergraduate ^

○ CLA - History – Graduate *

○ CLA - History – Public History (MA) #

○ CLA - Liberal Arts (MA).

○ CLA - Music.

○ CLA - Philosophy *

○ CLA - Religious Studies ^

○ CLA - Political Science and International Relations.

○ CLA - Anthropology #

○ CLA - Sociology Undergraduate ^

○ CLA - Sociology Graduate *

○ CLA - Theatre and Dance.

○ CLA - World Languages, Literatures, and Cultures.

○ CLA Other

○

○ CME - Journalism and Strategic Media.

○ CME - Media and Communication (MS).

○ CME - Media Arts.

○ CME - Recording Industry.

○ CME Other

○

○ UH - University Honors.

○

○ UC - University Studies.

67

○ XYZ - ABC Academic Department.

○ XYZ Other

PROVOST OFFICE USE ONLY

GC/UCC approval date	1/17/2020 Subcommittee; 1/24/2020 GC

SACSCOC notification required:	○ Yes ○ No

Program review:	○ Accreditation ○ MTSU Review

AP modified 8/1/2019

68

Originator

Status: *Approved*

Participants

 Richard Meeks 12/13/2019 3:45 PM

Activity

Required Participation:
100% required
Required for Approval:
100% required
Date Completed:
12/13/2019 3:45 PM
Changes: *No*
Comments: *No*

Initial Review

Status: *Force Approved*

Participants

 Mitzi Brandon 12/16/2019 10:20 AM

 Layne Bryant

 Michelle Crudup

 Peter Cunningham

 Susan Fieldhouse

 Mary Hoffschwelle

 Cindy Johnson

 Teresa Thomas

 Mitzi Brandon (System Administrator)
12/18/2019 8:19 AM

Activity

Required Participation:
100% required
Required for Approval:
40% required
Date Completed:
12/18/2019 8:19 AM
Changes: *Yes*
Comments: *No*

Department Curriculum Committee Group 1

Status: *Approved*

Participants

 Nursing Department Curriculum Committee
 Richard Meeks * 12/18/2019 1:16 PM

Activity

Required Participation:
100% required
Required for Approval:
100% required
Date Completed:
12/18/2019 1:16 PM
Changes: *No*
Comments: *No*
Agenda: *Yes*

* Agenda Administrator

69

Department Chair

Status: *Approved*

Participants

✅ **Jenny Sauls** 12/23/2019 8:42 AM

Activity

Required Participation:
100% required
Required for Approval:
100% required
Date Completed:
12/23/2019 8:42 AM
Changes: *No*
Comments: *No*

College Curriculum Committee

Status: *Approved*

Participants

🔺 **College of Behavioral and Health Sciences Curriculum Committee**

✅ **Barbara Turnage *** 1/3/2020 10:51 AM

Activity

Required Participation:
100% required
Required for Approval:
100% required
Date Completed:
1/3/2020 10:51 AM
Changes: *No*
Comments: *No*
Agenda: *Yes*

* Agenda Administrator

College Dean

Status: *Approved*

Participants

✅ **Barbara Turnage** 1/3/2020 10:51 AM

Activity

Required Participation:
100% required
Required for Approval:
50% required
Date Completed:
1/3/2020 10:51 AM
Changes: *No*
Comments: *No*

Graduate Council Faculty, Program Subcommittee

Status: *Restarted*

70

Participants

▲ **Graduate Council Faculty, Program Subcommittee**

  Dawn Mccormack *

  Pamela Morris *

  Andrea Smith *

▲ **Additional Participants**

Activity

Required Participation:
100% required

Required for Approval:
100% required

Date Completed:
1/16/2020 11:46 AM

Changes: *No*

Comments: *No*

Agenda: *Yes*

* Agenda Administrator

Graduate Council Faculty, Program Subcommittee

Status: *Approved*

Participants

▲ **Graduate Council Faculty, Program Subcommittee**

  Graduate Council Curriculum Subcommittee Meeting January 2020

  ✅ **Dawn Mccormack** * 1/19/2020 4:00 PM

  ✅ **Pamela Morris** * 1/28/2020 9:33 AM

  ✅ **Andrea Smith** * 1/21/2020 9:12 AM

Activity

Required Participation:
100% required

Required for Approval:
100% required

Date Completed:
1/28/2020 9:33 AM

Changes: *No*

Comments: *No*

Agenda: *Yes*

* Agenda Administrator

Graduate Council

Status: *Approved*

Participants

▲ **Graduate Council**

  ✅ **Helen Binkley** * 1/28/2020 10:14 AM

  ✅ **Dawn Mccormack** * 1/28/2020 11:23 AM

Activity

Required Participation:
100% required

Required for Approval:
100% required

Date Completed:
1/28/2020 11:23 AM

Changes: *No*

Comments: *No*

Agenda: *Yes*

* Agenda Administrator

Graduate Dean

Status: *Approved*

71

Participants

⊘ **Dawn Mccormack** 1/28/2020 11:24 AM

Activity

Required Participation:
100% required
Required for Approval:
100% required
Date Completed:
1/28/2020 11:24 AM
Changes: *No*
Comments: *No*

Provost

Status: *Approved*

Participants

⊘ **Peter Cunningham** 1/30/2020 8:55 AM

Activity

Required Participation:
100% required
Required for Approval:
100% required
Date Completed:
1/30/2020 8:55 AM
Changes: *No*
Comments: *No*

President Liaison

Status: *Approved*

Participants

⊘ **Peter Cunningham** 1/30/2020 9:03 AM

Activity

Required Participation:
100% required
Required for Approval:
100% required
Date Completed:
1/30/2020 9:03 AM
Changes: *No*
Comments: *No*

MTSU Board of Trustees Liaison

Status: *Approved*

Participants

⊘ **Peter Cunningham** 1/30/2020 9:03 AM

Activity

Required Participation:
100% required
Required for Approval:
100% required
Date Completed:
1/30/2020 9:03 AM
Changes: *No*
Comments: *No*

72

▼

THEC Liaison

Status: *Approved*

Participants

⊘ **Peter Cunningham** 1/30/2020 9:09 AM

Activity

Required Participation:
100% required
Required for Approval:
100% required
Date Completed:
1/30/2020 9:09 AM
Changes: *No*
Comments: *No*

▼

Academic Affairs

Status: *Approved*

Participants

⊘ **Mitzi Brandon** 2/3/2020 10:59 AM

⊘ **Peter Cunningham** 2/3/2020 1:08 PM

Activity

Required Participation:
100% required
Required for Approval:
100% required
Date Completed:
2/3/2020 1:08 PM
Changes: *Yes*
Comments: *No*

This proposal is complete. No more decisions may be made at this time.

73

Appendix I

Letters of Support PMHNP

HOPE CLINIC
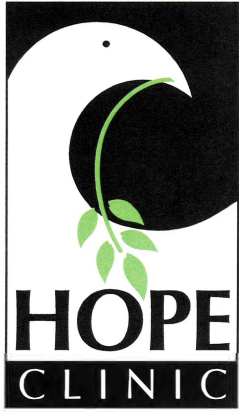
1453 Hope Way
Murfreesboro, TN 37129

PHONE
615-893-9390

BUSINESS FAX
615-893-4966

MEDICAL FAX
615-893-4162

MAKING

A

HEALTHY

DIFFERENCE

ONE LIFE

AT A TIME...

April 6, 2020

Tennessee Board of Nursing
665 Mainstream Dr.
Nashville, TN 37243
ATTN: Sherry Richardson, RN, Nurse Consultant

Dear BON Members:

The purpose of this correspondence is to provide support for the addition of the Psychiatric/Mental Health track to the existing Family Nurse Practice track at Middle Tennessee State University in the School of Nursing's graduate program. As CEO of Primary Care and Hope Clinic, a local provider of out-patient services for this patient population, I can attest to the growing need for Advanced Practice Nurses in the area of Psychiatric/Mental Health specialty.

I and my team have had the opportunity to engage with School of Nursing leadership, and I believe that they have the caliber of faculty to provide this program. We host FNP students from MTSU School of Nursing here at Primary Care and Hope Clinic and find them to be excellent students. We would endeavor to provide clinical opportunities for graduate students in the Psychiatric/Mental Health area and would look to employ their graduates upon degree completion for open positions.

As a member of the SON Advisory Board, I believe the leadership and faculty provide a quality education for their students, and we recruit their graduates for staff nurse positions. Their graduates perform well on the state licensure exam and are sought after by employers in our health care agencies across Tennessee. The MTSU School of Nursing is known for the quality of the baccalaureate program and rigor of the clinical courses.

I enthusiastically support the addition of the PMHNP track to the existing graduate program at MTSU. Please feel free to contact me if I can provide further information. I may be reached at lisa.terry@hopeclnc.org

Respectfully,

Lisa Terry, CEO

Lisa Terry, FNP-BC

Chief Executive Officer

October 25, 2019

Dr. Richard Sluder
Vice Provost for Student Success, Faculty-Staff
Middle Tennessee State University
1301 E. Main St.
Murfreesboro, TN 37132

Dear Dr. Sluder:

The purpose of this correspondence is to provide support for the addition of the Psychiatric/Mental Health track for Nurse Practitioners at Middle Tennessee State University in the School of Nursing's graduate program. As CEO of TrustPoint Hospital, the local provider of in-patient services for this patient population, I can attest to the growing need for Advanced Practice Nurses in the area of Psychiatric/Mental Health specialty.

I and my team have had the opportunity to meet with School of Nursing leadership, and I believe that they have the caliber of faculty to provide this program. We host undergraduate students from MTSU School of Nursing here at Trustpoint and find them to be excellent students. We would endeavor to provide clinical opportunities for graduate students as well in the Psychiatric/Mental Health area and would look to employ your graduates upon degree completion.

As a member of the SON Advisory Board, I believe the leadership and faculty provide a quality education for their students, and we recruit their graduates for staff nurse positions. Their graduates perform well on the state licensure exam and are sought after by employers in our health care agencies across Tennessee. The MTSU School of Nursing is known for the quality of the baccalaureate program and rigor of the clinical courses.

I enthusiastically support the addition of the PMHNP track to the existing graduate program at MTSU. Please feel free to contact me if I can provide further information. I may be reached at 615-848-5702 or by email at beth.goodner@trustpointhospital.com.

Respectfully,

Beth Goodner, MBA, LCSW
Chief Executive Officer

School of Nursing Budget

Chart	Index	Account		Ledger Type	ACT	ACT	ACT
				Year	2020	2019	2018
				Format	YTD	YTD	YTD
				Period	14	14	14
				DesignerGL	BannerIS_Index	BannerIS_Index	BannerIS_Index
Chart	Index	Account					
M	210510	[612*]	Faculty		347236.67	193304.53	160547.97
M	210510	[616*]	Professional Support		62737.44	61388.33	59474.56
M	210510	[613*]	Clerical		0	0	0
M	210510	[614*]	Student Workers		0	0	0
M	210510	[62*]	Benefits		145365.49	99032.07	111429.31
M	210510	[73*]	Travel		4725.72	2391.94	1951.65
M	210510	[74*,75*,76*]	Operating		137095.97	47437.09	42332.15
M	210510	[78*]	Capital		0	0	0
M	210510	[79*]	Scholarships		7490	14001	0
					704,651.29	417,554.96	375,735.64

Account	Program	Activity	Location	Ledger Type	ACT	ACT	ACT
				Year	2020	2019	2018
				Format	YTD	YTD	YTD
				Period	14	14	14
				Appendix E			
				DesignerGL	BannerIS_Index	BannerIS_Index	BannerIS_Index
Account	Program	Activity	Location				

[612*]	*	*	*	Faculty/Graduate Assistants	1811882.53	1850151.1	1796890.7
[616*]	*	*	*	Professional Support	0	4000	0
[613*]	*	*	*	Clerical	158871.24	144358.01	105361.12
[614*]	*	*	*	Student Workers	0	3225	0
[62*]	*	*	*	Benefits	691100.39	707443.66	719298.44
[73*]	*	*	*	Travel	17988.79	6485.14	7538.47
[74*,75*,76*]	*	*	*	Operating	48755.39	51698.47	52776.68
[78*]	*	*	*	Capital	0	0	0
[79*]	*	*	*	Scholarships	0	270	0
					2,728,598.34	2,767,631.38	2,681,865.41

Appendix K

Library Resources - Journals

Journal	Publisher	Print ISSN	Reporting Period Total
Journal of Advanced Nursing	Wiley-Blackwell	0309 - 2402	1181
Journal of Clinical Nursing	Wiley-Blackwell	0962 - 1067	847
British Journal of Nursing	MA Healthcare Ltd	0966 - 0461	587
Nursing Standard	RCNi Publishing Company Limited	0029 - 6570	509
MedSurg Nursing	Jannetti Publications Incorporated	1092 - 0811	504
Practice Nurse: The Journal for Nurses in General Practice	Medical Education Solutions	0953 - 6612	385
Revista de Enfermagem UFPE On Line	Universidade Federal de Pernambuco	1981 - 8963	359
International Journal of Nursing Education	Institute of Medico-Legal Publications	0974 - 9349	334
Nursing Education Perspectives	Wolters Kluwer Health	1536 - 5026	301
Critical Care Nurse	American Association of Critical-Care Nurses	0279 - 5442	296
American Nurse Today	HealthCom Media	1930 - 5583	281
AORN Journal	Elsevier	0001 - 2092	275
Clinical Journal of Oncology Nursing	Oncology Nursing Society	1092 - 1095	263

Online Journal of Issues in Nursing	American Nurses Association	1091-3734	260
Journal of Nursing Management	Wiley-Blackwell	0966-0429	253
Nursing Economic$	Jannetti Publications Incorporated	0746-1739	248
Nephrology Nursing Journal	Jannetti Publications Incorporated	1526-744X	244
Nursing Forum	Wiley-Blackwell	0029-6473	237
Nursing Ethics: An International Journal for Health Care Professionals	Sage Publications	0969-7330	235
Journal of Nursing Scholarship	Wiley-Blackwell	1527-6546	229
Pediatric Nursing	Jannetti Publications Incorporated	0097-9805	229
Nursing	Lippincott, Williams & Wilkins	0360-4039	228
International Journal of Nursing Studies	Elsevier Health Sciences	0020-7489	225
Journal of Nursing Education	SLACK Incorporated	0148-4834	206
British journal of community nursing	MA Healthcare Ltd	1462-4753	205
Oncology Nursing Forum	Oncology Nursing Society	0190-535X	204
American journal of critical care	American Association of Critical-Care Nurses	1062-3264	200
The Journal for Nurse Practitioners	Elsevier Science Limited	1555-4155	196

Issues in Mental Health Nursing	Taylor & Francis	0161-2840	194
The Journal of Nursing	Taiwan Nurses Association	0047-262X	184
Journal of the American Academy of Nurse Practitioners	Wiley-Blackwell	1041-2972	182
Nurse Prescribing	MA Healthcare Ltd	1479-9189	170
Journal of Obstetric, Gynecologic & Neonatal Nursing (JOGNN) (Wiley)	Wiley-Blackwell	0884-2175	168
RN	Advanstar Communications Incorporated	0033-7021	161
Practice Nursing	MA Healthcare Ltd	0964-9271	146
Journal of Psychiatric & Mental Health Nursing	Wiley-Blackwell	1351-0126	133
Journal of the American Association of Nurse Practitioners	Wiley-Blackwell	2327-6886	133
International Journal of Nursing Practice	Wiley-Blackwell	1322-7114	132
Urologic nursing	Jannetti Publications Incorporated	1053-816X	131
International journal of palliative nursing	MA Healthcare Ltd	1357-6321	130
International Nursing Review: Official Journal of the International Council of Nurses	Wiley-Blackwell	0020-8132	127
Community Practitioner	Ten Alps Publishing	1462-2815	124
Nursing & Residential Care	MA Healthcare Ltd	1465-9301	124

Kai Tiaki: Nursing New Zealand	New Zealand Nurse Organization	1173 - 2032	118
AANA Journal	American Association of Nurse Anesthetists	0094 - 6354	115
Emergency Nurse	RCNi Publishing Company Limited	1354 - 5752	109
Nursing & Health Sciences	Wiley-Blackwell	1441 - 0745	106
Clinical Advisor	Haymarket Media Group	1524 - 7317	104
Journal of community nursing	Wound Care People Ltd.	0263 - 4465	103

Curriculum Vitae for PMHNP Coordinator

YVONNE CREIGHTON
2460 St. John Road
Lascassas, TN 37085
615-273-1099 home
615-556-2482 cell
Creighton9@gmail.com
Yvonne.creighton@mtsu.edu

EDUCATION

Doctor of Nursing Practice   2020
Maryville University, St. Louis, MO
Expected Graduation August 2021

Psychiatric Mental Health Nurse Practitioner, Post-Master's Certificate   2019
Maryville University, St. Louis, MO

Master of Science in Nursing   2013
Austin Peay State University, Clarksville, TN
Family Nurse Practitioner Degree with nine additional education credits

Bachelor of Science in Nursing   2008
Middle Tennessee State University, Murfreesboro, TN
Minor in Human Sciences

PROFESSIONAL SUMMARY

Assistant Professor, Middle Tennessee State University School of Nursing   2014-present

- Clinical teaching of baccalaureate students in Health Assessment Lab, Mental Health Clinical, Intro to Practice Clinical, Adult Health I Clinical and Adult Health II Clinical.

- Course Coordinator for Health Assessment Lab and Mental Health Clinical

- Clinical Coordinator for the School of Nursing

- Course Developer for Psychiatric Mental Health Nurse Practitioner (PMHNP) program courses, including

  - Psychopharmacology
  - PMH Diagnosis & Management I
  - PMH Diagnosis & Management II
  - PMH Diagnosis & Management Intensive
- Track Coordinator for Psychiatric Mental Health Nurse Practitioner Master's Degree and Post-Master's Certificate

- Didactic teaching of undergraduate Mental Health Nursing Course

- Online teaching of MSN students in Advanced Health Assessment and FNP II Clinical.

- ◦ Service to University through committee work and community outreach.

Psychiatric Mental Health Nurse Practitioner, TrustPoint Hospital 2020-present

- • Diagnose and treat acute, episodic, and chronic mental illness.
- • Assess psychiatric health of patients to formulate measures to meet patient needs.
- • Communicate with interdisciplinary team to provide quality care for patients.
- • Encourage family involvement in patient care. Respond to identified patient and family educational needs.

Family Nurse Practitioner, Wellness Solutions Geriatrics 2014-2018

- ◦ Provide Nurse Practitioner services in a rehabilitation/long term care facility.

- ◦ Improve residents' clinical outcomes through frequent, consistent collaboration with medical director.

- ◦ Emphasis on decreasing the occurrence of inpatient hospitalizations.

- ◦ Individualized resident treatment planning/documentation assures a holistic approach and compliance with state survey standards of care.

- ◦ Educate residents, their families/loved ones, and staff.

- ◦ Manager of Medical Nurse Practitioner Call Group.

Registered Nurse, Critical Care Unit, Saint Thomas Rutherford Hospital 2008-2014

Six years' experience in a fast paced critical care setting.

- ◦ Focused on implementation of research based practices such as those which prevent ventilator-assisted pneumonia, skin breakdown, ICU delirium, and patient falls.

Proficient in procedures such as insertion of peripheral IV sites, indwelling urinary catheters, and naso-gastric tubes as well as sterile line dressing changes, tracheostomy care, and pulling of cardiac catheterization sheaths.

- ◦ Computer skilled, particularly in electronic documentation. Knowledgeable in Word, Excel, and PowerPoint.

- ◦ As a seasoned nurse on the critical care unit, I precepted students and oriented new hires.

CREDENTIALS

Psychiatric Mental Health Nurse Practitioner, ANCC	2020
Certified Family Nurse Practitioner, AANP	2014
National Provider Identifier Number 1043635592	2014
Advanced Practice Registered Nurse; TN license number 18439	2014
Registered Nurse; TN license number 166005	2008

AFFILIATIONS

American Nurses Association (ANA) 2020-Current
American Academy of Nurse Practitioners (AANP) 2014-Current
American Association of Critical Care Nurses (AACN) 2010-2018

CERTIFICATIONS

Critical Care Registered Nurse - Alumni (CCRN-k) 2010-Current
Basic Life Support for Healthcare Providers (BLS) 2008-Current