

# Master of Nursing & Post-Masters Family Nurse Practitioner Certificate Proposal



**WNMU**

**School of Nursing & Allied Health**

**1000 W College Blvd**

**Silver City NM 88062**

**(575) 538-6965**

**Department submitting proposal:** WNMU School of Nursing & Allied Health

**Faculty Associate Dean:** Dr. John Scarbrough, School of Nursing

**Contact Person:** Dr. John Scarbrough - Associate Dean School of Nursing & Allied Health

**Degree Program under Development:** Masters of Nursing in Community & Rural/Frontier Health  
Post-Master's Certificate for Family Nurse Practitioner

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**A Proposal for a Master of Nursing in Community & Rural/Frontier Health and Post-Master's  
Certificate for Family Nurse Practitioner**

A program to be administered by the  
School of Nursing & Allied Health of Western New Mexico University

John Scarbrough, PhD, PT, RN, CNE  
Associate Dean

Anita Gallardo, MSN, FNP-BC  
Assistant Professor RN-BSN

Vicki Denson, PhD, WHNP-BC, CNE  
Associate Professor and Graduate Program Coordinator

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# **I. Master of Nursing in Community & Rural/Frontier Health and Post-Master's Certificate for Family Nurse Practitioner**

## **A. Program Description**

### **1. Purpose**

The primary purpose of the program is to improve health care delivery in the southwestern New Mexico region through the preparation of master's-prepared nurses with special training in community and rural/frontier health. Graduates will be equipped to serve in a host of roles including but not limited to the following: State of New Mexico Department of Health (NMDOH), K-12 school systems, institutions of higher education, health care facilities, and local and regional systems that provide direct patient care. Graduates will be prepared to exercise advanced nursing practice through scientific thinking, initiative, cultural inclusiveness, knowledge of organizations, systems change, teamwork and a commitment to healthy populations and communities with an emphasis on rural/frontier populations. Candidates will earn a 33-credit Masters of Nursing degree in Community and Rural/Frontier Health, with concurrent preparation for American Nurses Credentialing Center (ANCC) certification as an Advanced Public Health Nurse. An additional post-master's certificate option will allow interested graduates to pursue advanced practice licensure and national board certification as a Family Nurse Practitioner (FNP).

Whereas the Master's Degree in Nursing in Community & Rural/Frontier Health will be delivered via online technology, participation in the FNP post-master's certificate program will require in-person attendance on the main campus of WNMU in Silver City, NM. The Masters plan of study will offer local and regional access for baccalaureate-prepared nurses in the region. The FNP track will focus specifically upon those students who reside and practice in the southwest region of New Mexico, preparing them for national certification and employment as advanced practice FNP's committed to the same geographic region of New Mexico.

### **2. Objectives**

To meet the demands of the changing health care environment and serve the health care needs of the southwestern New Mexico communities and region, graduates of the Masters of Nursing in Community and Rural/Frontier Health and Post-Masters Certificate shall seek to:

- Develop expertise in assessing the unique health care needs of the target populations
- Integrate theory and research in the application of evidence-based nursing practice
- Apply principles of epidemiology in the assessment and delivery of care
- Demonstrate clinical competency in the assessment and management of patients across multiple health care settings
- Demonstrate ethical and cultural competence in the planning and delivery of care
- Develop leadership skills to implement policy change to best serve the target populations

Further objectives of the program are as follows:

- To increase the number of master's-prepared nurses available to serve the region while encouraging completion of ANCC certification as Advanced Public Health Nurses

- To increase gradually and incrementally the number of Family Nurse Practitioners available to provide community-based primary care in consideration of the unique needs of the 4-county area, including Grant, Hidalgo, Luna and Catron counties
- To generate an additional revenue stream for the WNMU School of Nursing, thereby decreasing dependence on funding from the State of New Mexico
- Facilitate collaboration with partner institutions (New Mexico State University)

### **3. Compatibility with Departmental and Institutional Mission**

The School of Nursing (SON) envisions that our Master’s program is the next step in our pursuit to provide quality nursing education as outlined by the SON mission statement: “...to promote health and improve the quality of life for diverse populations by providing nursing education which instills the values of community, nursing scholarship, practice and community service.”

The program also aligns with the existing WNMU RN-BSN program mission “... Faculty is committed to creativity in program development and delivery. The fostering of life-long learning within students is a preeminent goal of the program.”

Expanding the nursing program to include Master’s education also coincides with the university’s overarching mission statement that recognizes not only a changing healthcare environment but a changing world “...develops the knowledge and skills necessary to prepare our students for the challenges of a changing world.”

### **B. Justification and Need for Program**

Justification for establishing the Master’s program(s) at the WNMU School of Nursing is offered as follows:

#### **1. Nurses Are Needed to Provide Care in the Southwestern New Mexico Medically Underserved Area (MUA)**

The modern complexities of health and wellness require that nursing knowledge be expanded to provide increasingly complex care to an aging population. The Institute of Medicine (IOM) report published in 2010 titled “The Future of Nursing: Leading Change, Advancing Health” identified trends in health care that challenge current health care models. Specifically identified in the report are an aging population and a shift to high incidences of chronic health problems. Increasing emphasis is placed on prevention and the use of community and public health approaches to address the aging population and resulting chronic health problems. As the complexity of the population health care needs increases, nursing education geared towards advanced competency in areas of leadership, policy, quality improvement, research and evidence-based practice could address these needs (IOM, 2011). A community and rural/frontier health nursing focus further integrates these principles through increased advocacy, community organization, health education, and political/social reform focusing on primary prevention and health promotion. The dynamic nature of the current healthcare delivery system supports the need for the nursing profession to plan for the future and anticipate the healthcare needs of the population and geographic areas served.

New Mexico is predominantly a rural state with only four major cities having populations greater than 50,000: Albuquerque, Las Cruces, Santa Fe, and Rio Rancho. The U.S. Census Bureau (2015) defines urbanized areas as: a) geographic areas of 50,000 or more people, b) urban cluster areas encompassing at

least 2,500 people and less than 50,000 people, and c) rural areas as encompassing all population, housing and territory not included within one of the two types of urban areas. An estimated 696,090 people reside in rural areas of NM (Rural Health Information Hub, 2016); many areas of New Mexico are designated as frontier areas, defined as “. . . the most sparsely populated, geographically isolated communities in the United States” (<http://frontierus.org/>).

## 2. Demographics

The 2010 U. S. Census report designates Grant County NM as a frontier county with a population of 29,514 and population density of 7.4 residents per square mile. Populations residing in rural and frontier populations are challenged with geographical barriers to obtaining health care, such as the need to travel great distances to receive care, difficulty in achieving timely access to care, and lack of healthcare professionals serving in their communities.

“The IOM (2011) report highlights the need to develop a pipeline of clinical and non-clinical health professionals to serve rural communities. Sustaining an adequate number of health professionals is a necessary condition to providing quality health care in rural areas” (RUPRI Rural Health Panel, 2006, p. 9). On a statewide level, the Executive Vice Chancellor for the University of New Mexico Health Sciences Center notes that “The data also says that New Mexico's numbers for nurse practitioners and specialists are below the national benchmark by 197. Access to care is critical. You can't improve your health or the health of the communities you serve when your numbers are that low.” (Larsen, 2016)

## 3. Licensed nurses in the State of New Mexico

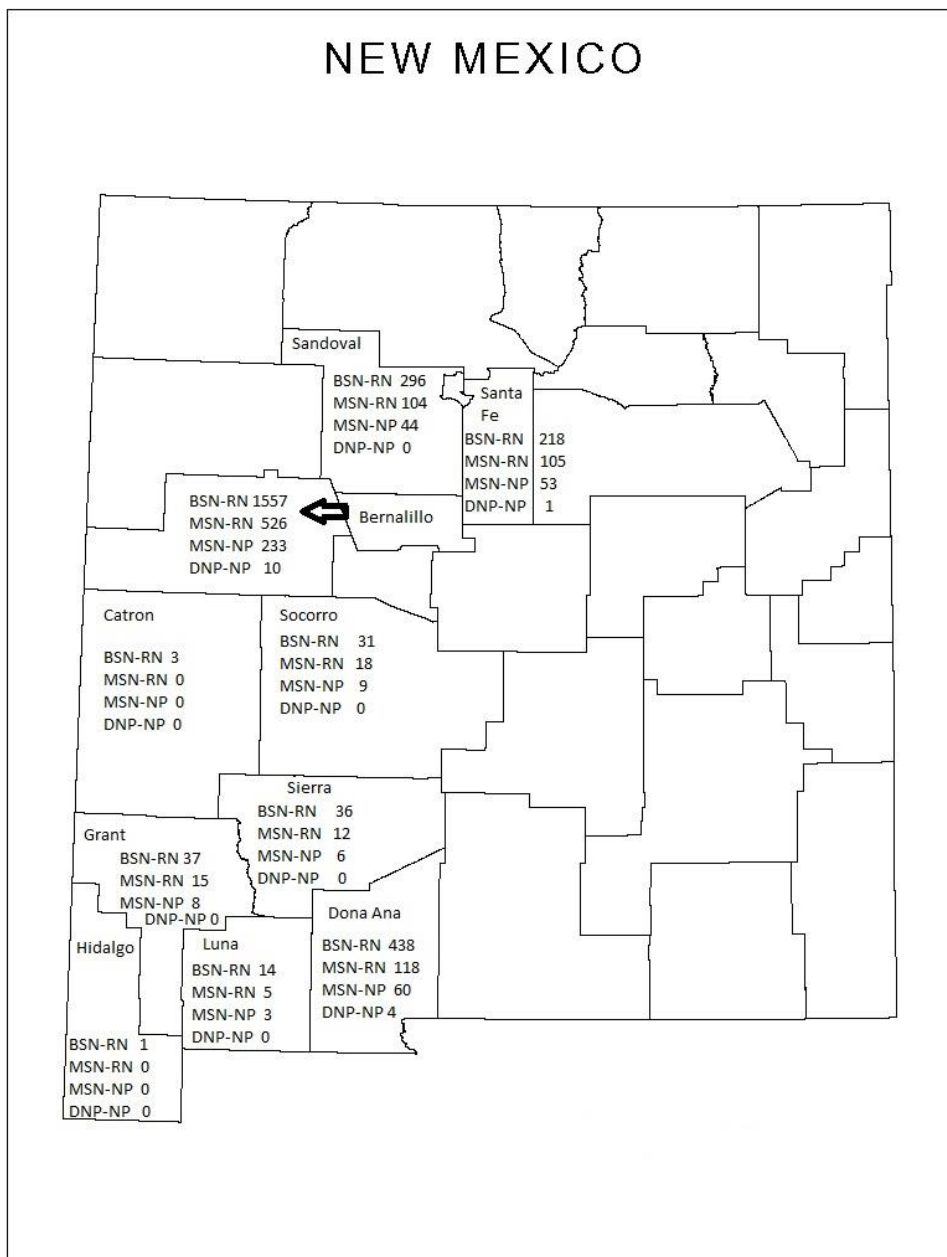
A sampling of the number of nursing licenses issued and/or renewed by the State of New Mexico Board of Nursing (NMBON) in 2015-2016 is presented in Table 1 and Figure 1. (The same data is presented in two different formats.)

**Table 1** Nursing Licenses Issued/Renewed by the State of New Mexico Board of Nursing 2015-2016

County	BSN-RN	Master's-RN	Master's NP	Doctoral NP
Regional Rural/Frontier				
Hidalgo	1	0	0	0
Catron	3	0	0	0
Luna	14	5	3	0
Sierra	36	12	6	0
Socorro	31	18	9	0
Grant	37	15	8	0
Dona Ana	438	118	60	4
Regional Total	560	168	86	4
Urban (ABQ)				
Bernalillo	1557	526	233	10
Sandoval	296	104	44	0
Santa Fe	218	105	53	1
Urban Total	2071	735	330	11
Total (all NM counties)	3299	1223	581	18

The above data were obtained from the New Mexico Board of Nursing (NMBON) Annual Report to the Governor for the time period 7/1/2015 – 6/30/2016 and represent the most current findings available.

Figure 1



As is evident in Table 1 and Figure 1, there is a marked and extreme deficit of nurses prepared with master’s degrees and above within New Mexico and especially within the southwestern region. The data also demonstrate the number of nurses from within the region who are prepared with bachelor’s degrees,



representing potential candidates for the proposed program. Such nurses could receive advanced training locally, with a focus on serving their communities were such a program available.

The need for NPs in rural NM, especially in the southwestern region of the state, is evident. It is estimated that 40.5% of New Mexico's population lives in a health professional shortage area, and "254 more practitioners are needed to achieve the target population-to-practitioner rate" (New Mexico Department of Health: Fiscal Year 2016 Strategic Plan, 2014, p. 21). Long term occupational employment growth projections for nurse practitioners in the state of NM through 2024: Base = 920, projected 1,210 with average annual openings 50 (<http://www.projectionscentral.com/Projections/LongTerm>). Hidalgo Medical Services (HMS), a Federally Qualified Health Center (FQHC), provides primary health and dental services to the Grant and Hidalgo communities. Dr. Darrick Nelson, Chief Medical Officer, supports our plans to provide advanced practice nursing education locally. He reports that 2-4 family nurse practitioners are hired annually by HMS to help meet the needs of our medically-underserved area.

#### **4. Changes in required level of education for nurses**

Further evidence of the need for master's prepared nurses is demonstrated by increased educational requirements for employment by the State of New Mexico. Historically, supervisory school nurse positions have been filled by nurses without master's degrees; the current policy for NM school nurses seeking a supervisory school nurse license now requires a master's degree in nursing (<http://164.64.110.239/nmac/parts/title06/06.063.0002.htm>). The proposed program(s) would enable nurses within Grant, Luna, Hidalgo and Catron counties to earn an education which is uniquely suited for the supervisory school nurse role in rural/frontier areas.

By offering the masters graduate program and post-masters FNP education in the rural southwest region of the state, the WNMU School of Nursing will cultivate the education of Registered Nurses (RNs) who will be prepared at the Master degree level. WNMU will be poised to facilitate an increase in the number of individuals prepared for service in community and rural health settings, especially in rural/frontier areas where nursing and medical leaders are difficult to recruit and retain. As an added incentive for offering advanced training in the region, research shows that health care workers trained in rural areas tend to accept employment in the same or similar rural populations where they carried out their internships (Edwards, et. al., 2006). Accordingly, local registered nurses undertaking internships in rural New Mexico will be more likely to remain in the same areas to work and serve the public upon the completion of studies.

#### **5. Nursing Graduate Programs in Community & Rural/Frontier Health Do Not Exist in the Southwest Region of the State**

The proposed Master's in Nursing program is unique not only to WNMU, but to the entire state, as there are no graduate programs currently offering a Master of Nursing in Community & Rural/Frontier Health degree within the state or New Mexico university system. The University of New Mexico and Eastern New Mexico University currently offer Master's in Nursing Education programs and New Mexico State University offers a Master's in Nursing Administration degree.

#### **6. Increasing Public Access to Primary Health Care Providers**

The proposed Post-Master Family Nurse Practitioner (FNP) Certificate program further embraces the accessibility and educational needs of RNs who wish to pursue an FNP with focus on rural/frontier health and reside in Grant, Luna, Hidalgo and Catron counties. Currently the University of New Mexico is the

only institution within the state offering a Master of Science in Nursing degree with a FNP concentration. The FNP didactic courses are taught in block formats requiring students to attend on-campus sessions in Albuquerque for 2 to 3 weeks, followed by 4 to 5 weeks of clinical rotation. In offering FNP coursework within the southwest of NM, the playing field would be leveled for local residents in southwestern NM who may not be able to meet the travel demands of programs located several hours way by car.

The Post-Master FNP Certificate program at WNMU would require students to be on campus for didactic sessions. The accessibility of on-campus learning would allow the practicing RN to continue working while attending required courses, as the Silver City campus is within a reasonable distance for potential students residing in Grant, Luna, Hidalgo and Catron counties to attend classes and then return home for the evening to meet family and/or work commitments.

### C. Needs Assessment Survey

A needs assessment survey was distributed in January of 2017 to working RNs in the regional community, the WNMU School of Nursing RN to BSN students, and WNMU pre-licensure BSN students. The survey results demonstrated strong interest in graduate studies if offered at WNMU (Table 2).

**Table 2 Needs Assessment Survey**

	WNMU RN to BSN Students- Graduates (n=32)	WNMU BSN Pre-licensure Students (n=9)	Gila Regional Medical Center RNs (n=17)	Mimbres Memorial Hospital & Nursing Home (n=6)
Interest in pursuing Master's	94%	100%	88%	50%
Interest in Master's in Community & Rural Health	75%	100%	82%	67%
Interest in a Post-Master FNP Certificate	68%	100%	29%	0
Barriers to pursuit of Graduate Degree:				
Work Schedule	72%	56%	65%	33%
Family Commitments	31%	44%	47%	33%
Finances	56%	78%	82%	67%

The results of the survey support the belief that the structure and curriculum design of the masters graduate online program would be appealing to current pre-licensure BSN students, current RN to BSN students, and licensed RNs currently practicing with multiple commitments, as the online format allows flexibility in attaining the degree.

### D. Admissions

Application and admission procedures for the proposed Master's in Nursing program are comparable to those used for standard master's degree applicants. Prospective students will be identified by recruiters comprised of existing nursing faculty, staff, and advisors. Admissions materials will be made available online via the WNMU SON web page and the WNMU Graduate Division web page, and will outline the admission requirements, computer resources required, program costs, the use of the online format, and (for the post-master's Family Nurse Practitioner certificate), the 750+ clinical practicum hours required.

Complete and full disclosure of all pertinent information will enable applicants to determine whether the program is appropriate for their professional growth and development needs.

### **1. Admissions guidelines**

- The program will admit baccalaureate-prepared nurses who hold a valid RN license
- The minimum grade point average (GPA) for admission shall be 3.0 on a 4.0 scale.
- If a candidate does not have the required 3.0 GPA for full admission, they may enroll in 2 (3 credit courses) as a non-matriculating student to improve their grade point average prior to consideration of full admission to the graduate programs.
- Satisfactory completion of an upper level course in statistics within the preceding 5 years is required prior to admission.
- Computer proficiency, especially word processing and internet/web skills are an absolute necessity for the successful student enrolling in an online graduate degree.
- Any score of 'C' or less must be repeated, and only one course repeat would be allowed. Achievement of a second score of 'C' in the same or different course would result in dismissal from the program.

### **2. Application to programs**

Applicants shall be required to submit:

- Official grade transcripts
- Three letters of recommendation: two from a former professor or someone who knows the applicant's academic potential and one from a professional colleague who knows the applicant's professional potential.
- A written statement of purpose (writing sample) describing the applicant's interest and goals for entering the program and identifying how the program would complement and contribute to his or her career goals as an advanced practice nurse.

### **3. Financing Education**

The proposed Master's and Post-Master's FNP programs are affordable. Students enrolled in the programs may apply for financial aid through WNMU. Additional opportunities exist for enrolled students include but are not limited to:

The Bureau of Health Workforce, Health Resources and Services Administration offers a NURSE Corps Loan Repayment Program to registered nurses, nurse practitioners, and advanced practice nurses who agree to work for two years in underserved areas. The program pays 60% of a qualifying educational loan balance (<https://www.ruralhealthinfo.org/funding/313>).

The New Mexico Health Service Corps provides stipends up to \$20,000 to eligible Family Nurse Practitioner students during their last two years of training if they contract with the Department of Health to provide (when licensed) health service for a minimum of two years in an underserved area of New Mexico (New Mexico Department of Health, 2017).

At the time of writing, the New Mexico Legislature is in discussions to renew these programs despite the significant challenges faced by New Mexico in balancing the annual state fiscal budget.

#### **4. Curriculum Description - Master's in Nursing: Community & Rural/Frontier Health**

The Masters in Nursing Community & Rural Health degree will be offered completely online for didactic courses, requiring 33 credit hours which students can complete in as few as 4 full-time semesters. Upon completion of the master's program, students will have the foundation established on which to build eligibility for certification as an Advanced Public Health Nurse (APHN) through the American Nurses Credentialing Center (ANCC). The ANCC eligibility requirements include 2000 practice hours in the role of a community or public health nurse and passing a portfolio review. Certification through the presentation of a portfolio is designed to assess the specialized knowledge, understanding and application of professional nursing practice and theory through the review of a collective body of work (ANCC, 2014). As students progress through the proposed Master's program, they will begin creating the foundational elements of the required portfolio, including incorporation of the eight core competency domains required for certification as an APHN.

Upon completion of the online Masters, interested graduates may apply for entrance in to a proposed post-master's Family Nurse Practitioner graduate certificate program. Students completing the proposed Masters in Nursing program at WNMU will be given preferential status for enrollment into the FNP post-master's certificate program.

Online Instructional Model: Courses for the Master's in Nursing in Community/Rural health will be delivered through online and electronic methodologies, utilizing a problem-based learning approach where various educational strategies are used to facilitate student success. Examples of such strategies include but are not limited to the following: discussion boards, film critiques, debates, peer presentations, and papers.

Currently, the RN-BSN faculty embraces shared governance/accountability and has successfully executed the RN-BSN program with little administrative support other than direction by the Program Coordinator, and similar self-governance organization is proposed for the new program(s). Faculty and administrative governance for the proposed program parallels the existing model in requiring minimal administrative support. The existing role of Graduate Program Coordinator would be expanded, and would include oversight of proposed program(s) alongside the current Graduate Certificate Programs offered in the School of Nursing.

#### **5. Evaluating Learning Outcomes**

The proposed program will expand the use of Educational Benchmarking Inc. (EBI) which currently is used to assess RN-BSN program outcomes. Assessment is vital to improving nursing education and attaining new standards contained in The Essentials of Master's Education in Nursing. In partnership with the AACN, Educational Benchmark, Inc. (EBI) provides sophisticated, user-friendly nursing benchmarking assessments based on CCNE standards for accreditation. Data obtained from EBI assessments has historically been well-received by AACN accreditors. Further outcomes assessment will be tracked through data collection of student pass rates for national certification as Family Nurse Practitioners for successful graduates of the post-master's FNP certificate program.

Coursework & Breakdown of Content: The majority of core courses for the proposed Master’s in Nursing program of study are comprised of previously-established, existing courses currently offered at WNMU for the Post-Baccalaureate Certificates in Leadership and Healthcare Systems and Nursing Clinical Leadership. Only three new courses will need approval to complete the proposed program of study for the Master of Nursing in Community & Rural/Frontier Health. These courses include studies in Epidemiology and two Professional Development courses (I & II).

The number of courses and hours in each major instructional area are as follows:

**Table 3 Coursework for Master’s of Nursing in Community & Rural/Frontier Health**

Core Knowledge Coursework		Credits	Service Hours
BSAD 506	Survey of Finance Topics in Healthcare	3	
NUR 501	Theory and Science of Nursing	3	
NUR 502	Research Utilization for Evidence-Based Practice	3	
NUR 503	Innovation in Informatics and Healthcare Technology	3	
NUR 505	Advanced Pathophysiology Across the Lifespan	3	
NUR 507	Issues in Contemporary Healthcare Environments	3	
NUR 510	Advanced Physical Assessment Across the Lifespan	3	45
NUR 515	Advanced Pharmacology Across the Lifespan	3	
NUR 520	Epidemiology and Population Health	3	
Sub-Totals		28	45
Professional Education Required Coursework			
NUR 595	Professional Development for Advanced Practice Nursing I	3	20
NUR 596	Professional Development for Advanced Practice Nursing II	3	30
Totals		33	95

## 6. Existing Course Catalog Descriptions (Core Courses)

BSAD 506: Survey of Finance Topics in Healthcare. A survey course in the basic concepts of accounting, finance and management information systems. Topics include budgeting, break-even, financial reporting, ratio, variance and investment analysis and technology as they apply to the health care industry. (3 credits)

NUR 501: Theory & Science of Nursing. This graduate-level course will provide the foundation necessary to understand the development, analysis, and evaluation of nursing theory including the major streams of nursing scientific development. The focus of this course is on the application of theory for evidence-based practice in rural/frontier settings. Integration of leadership theory will also be emphasized using collective theories from other disciplines, such as the educational, sociological, behavioral, and biomedical sciences (3 credits)

NUR 502: Research Utilization for Evidence-Based Practice. This course will analyze research principles to address clinically derived questions in nursing practice. Emphasis is on problem identification, design principles, sources and levels of evidence, and utilization of research (3 credits).

NUR 503: Innovation in Informatics and Healthcare Technology. This course focuses on the use and evaluation of health information technology relevant to health, patient care and target populations (3 credits)

NUR 505: Advanced Pathophysiology Across the Lifespan. Focus on the pathophysiological processes across the lifespan that alters health status. Emphasis on the development of clinical reasoning skills that will distinguish the relationships between normal physiology and specific system alterations produced by injury, disease and related to etiology, pathogenesis, developmental and environmental influences and clinical manifestations of major health problems (3 credits).

NUR 507: Issues in Contemporary Healthcare Environments. This course examines health care policy in terms of contemporary issues related to the delivery of healthcare, health care access, ethics, quality and costs. The course is presented from a public health perspective. Critical analysis of health policy and legal issues with special emphasis on health and health care disparities of a target population (3 Credits)

NUR 510: Advanced Health Assessment Across the Lifespan. Principles and techniques of advanced health assessment across the life span are examined and practiced, developing the clinical basis for advanced nursing practice. Faculty and preceptors facilitate the didactic and clinical practicum (45 clinical hours with preceptor supervision). Prerequisite NUR 505 and 515. (3 credits).

NUR 515: Advanced Pharmacology Across the Lifespan. Focuses on the nursing management of pharmacologic therapies associated with common health care problems across the lifespan. This course expands the baccalaureate foundation of applied pharmacology with application of pharmacokinetic methods, pharmacodynamic principles, and pharmacotherapeutic nursing interventions. Prerequisite: NUR 505 (3 credits).

#### **7. New Courses required for the proposed masters degree (1 Core Course, 2 Professional Courses)**

NUR 520: Epidemiology and Population Health: An introductory course to epidemiology and its approach to problems of health and disease in target populations. Basic concepts and the application of epidemiology and biostatistical principles for clinical practice will be presented. The evaluation of epidemiological and biostatistical principles is required for the assessment and management of risk factors and disease surveillance in rural/frontier populations. (3 credits)

NUR 595: Professional Development for Advanced Practice Nursing I. This course examines the history and role of the community & rural/frontier health nurse. Students will identify an area of interest related to community/rural/frontier health nursing for the development of a scholarly project. The course includes an introduction to the elements of portfolio requirements required for the American Nursing Credentialing Center (ANCC) Commission on Collegiate Nursing Education (CCNE) certification as an Advanced Public Health Nurses (APHN). A step-wise approach towards certification is initiated through the application of learning strategies and development of deliverables designed to achieve essential components for APHN certification. (3 credits including 20 hours of practicum)

NUR 596: Professional Development for Advanced Practice Nursing II. This course continues the examination of the history and role of the community & rural/frontier health nurse. Students will develop a proposal derived from an area of interest related to community/rural/frontier health nursing for professional presentation in a poster or podium presentation format. The course includes ongoing development of a professional portfolio required for the American Nursing Credentialing Center (ANCC) Commission on Collegiate Nursing Education (CCNE) certification as an Advanced Public Health Nurses (APHN). A step-wise approach towards certification is developed ongoing through the application of learning strategies and development of deliverables designed to achieve essential components for APHN certification. The course

also includes 30 clinical contact hours divided between the Scholarly Project presentation and the Preceptorship for Community Health activities. (3 credits including 30 hours of practicum)

Evidence of Concurrence on Service Courses:

There are two courses specifically identified as integrating Service Learning within the curriculum. It is worth noting, however, that nursing as a profession necessarily involves the concept of Service as the provision of healthcare within a nursing theoretical framework incorporates the needs of the individual and community throughout the planning, developing, and delivery of care.

**Table 3 - SAMPLE MASTER'S PLAN OF STUDY**

Semester I – Fall Term Year 1	Course	Didactic Credits	Service Hours
NUR 501	Theory and Science of Nursing	3	0
BSAD 506	Survey of Finance Topics in Healthcare	3	0
NUR 507	Issues in Contemporary Healthcare Environments	3	0
<b>Semester II – Spring Term Year 1</b>			
NUR 502	Research Utilization for Evidence-Based Practice	3	0
NUR 503	Innovation in Informatics and Healthcare Technology	3	0
NUR 505	Advanced Pathophysiology Across the Lifespan	3	0
<b>Semester III - Fall Term Year 2</b>			
NUR 520	Epidemiology and Population Health	3	0
NUR 515	Advanced Pharmacology Across the Lifespan	3	0
NUR 595	Professional Development for Advanced Practice I	3	20
<b>Semester IV- Spring Term Year 2</b>			
NUR 510	Advanced Health Assessment Across the Lifespan	3	45
NUR 596	Professional Development for Advanced Practice II	3	30
	<b>Total Credits:</b>	<b>33</b>	<b>95</b>

## 8. Accreditation Plan

Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency contributing to the improvement of the public's health. CCNE monitors and ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. In 2012, the RN-BSN program was awarded a 10-year accreditation by CCNE. Upon implementation of this proposal, the WNMU SON will be required to submit documentation of a Substantive Change to CCNE within 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of change.

The Substantive Change report is submitted by the chief nurse administrator and must document the nature and scope of the substantive change. The report also must document how the change(s) affects the program's compliance with the accreditation standards. The substantive change report should not exceed 5 pages, unless otherwise negotiated with CCNE staff.

The substantive change report subsequently is reviewed by the CCNE Executive Committee, which is

comprised of the officers of the Board. Upon review of the report, the committee may act to approve the change or may request additional information. If warranted, the report is forwarded to the CCNE Board for review and action. The Board's review of a substantive change report may result in additional reporting requirements, a focused or comprehensive on-site evaluation, or an adverse action.

## **II. Post-Masters Certificate for Family Nurse Practitioner (FNP)**

The proposed FNP certificate requires an additional 18 credit hours (including didactic and practicum courses) beyond the master's level, and is designed for students to complete in 3 semesters (6 credits per semester). The practicum will require a minimum of 750+ supervised clinical hours in keeping with national standards and accreditation requirements of commission on Collegiate Nursing Education (CCNE) and the National Organization of Nurse Practitioner Faculties (NONPF). Students completing the proposed Master's program at WNMU will be offered preferential admissions status for enrollment into the FNP certificate program.

### **1. Collaboration**

As a further advantage to the students and residents of southern New Mexico, the WNMU Post-Master's Certificate for Family Nurse Practitioner has been developed in collaboration with the New Mexico State University (NMSU) School of Nursing Graduate Programs in Las Cruces, NM. NMSU currently has in place a baccalaureate (BSN) to doctorate (DNP) Family Nurse Practitioner program. Many of the core courses offered at NMSU transfer directly to the proposed FNP program at WNMU, and the majority of core courses at WNMU likewise would transfer to NMSU.

While the NMSU BSN to DNP program has met with much success, one finding emerging from close collaboration with the FNP program at NMSU has involved the ability of students to succeed with doctoral-level work when moving directly from a baccalaureate degree and progressing to doctoral studies without the benefit of an intervening master's degree. For selected students who demonstrate competence in practice and scholarly work at the master's level but who are unable to rise to the more stringent scholastic demands of a doctorate, the possibility of transfer to a regional partner (WNMU) would allow the students to complete their studies and become Family Nurse Practitioners. The availability of an alternate path to achieving FNP status for these students would necessarily alleviate the burden associated with significant investment of time, energy, and finances which conceivably could be forfeited should a student elect not to complete the Doctorate of Nursing Practice (DNP) at NMSU.

### **2. Instructional Model for Post-Master's FNP Certificate**

The Post-Master's program will require in-person attendance on the main campus of WNMU in Silver City, NM for didactic courses. Practicum sites will be offered within the region (in keeping with the Community & Rural/Frontier focus), and will be supervised by approved preceptors and WNMU SON faculty. A problem-based learning approach will be utilized where various educational strategies are implemented to facilitate student success. Examples of such strategies include but are not limited to the following: discussion boards, film critiques, debates, peer presentations, and papers.

### **3. Measuring Learning Outcomes**

The program will expand the use of Educational Benchmarking Inc. (EBI) which currently is used to assess RN-BSN program outcomes. Assessment is vital to improving nursing education and attaining new



standards contained in The Essentials of Master’s Education in Nursing. In partnership with the AACN, Educational Benchmark, Inc. (EBI) provides sophisticated, user-friendly nursing benchmarking assessments based on CCNE standards for accreditation. Data obtained from EBI assessments has historically been well-received by AACN accreditors.

#### 4. Evidence of Concurrence on Service Courses

In view of the fact that nursing as a profession necessarily involves the concept of Service, the provision of healthcare within a nursing theoretical framework incorporates the needs of the individual and community throughout the planning, developing, and delivery of care. As such, all of the courses within the proposed post-master’s FNP certificate embrace the concepts and principles of Service Learning.

**Table 4 - Breakdown of Content**

Number of courses and hours in each major instructional area are as follows

New Courses: (six total courses)		Credits	Clinical Hours
<i>Core Knowledge Coursework</i>			
NUR 600	Rural Health Family Nurse Practitioner Theory I	3	0
NUR 610	Rural Health Family Nurse Practitioner Theory II	3	0
NUR 620	Rural Health Family Nurse Practitioner Theory III	3	0
<i>Professional Knowledge Coursework</i>			
NUR 694	Rural Health Family Nurse Practitioner Practicum I	3	300
NUR 695	Rural Health Family Nurse Practitioner Practicum II	3	300
NUR 696	Rural Health Family Nurse Practitioner Practicum III	3	150
Totals		18	750+

#### 5. Course Catalog Descriptions

##### N600 Rural Health Family Nurse Practitioner Theory I

This Post-Master’s Certificate Program Course provides didactic instruction in advanced theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of individuals and families and to promote health/wellness across the life span. Emphasis is on critical thinking and evidence-based practice guidelines to formulate diagnoses, communicate clinical impressions, develop safe/efficacious treatment plans, and evaluate effectiveness of plans in achieving optimal health outcomes.

##### N694 Rural Health Family Nurse Practitioner Practicum I

This Post-Master’s Certificate Program Course provides transition from theory to practice, incorporating the synthesis of knowledge, skills, and abilities through supervised clinical experiences in community/rural/frontier settings. Emphasis is on critical thinking and evidence-based practice guidelines to formulate diagnoses, communicate clinical impressions, develop safe/efficacious treatment plans, and evaluate effectiveness of plans in achieving optimal health outcomes. The course requires physical presence in class, and is not designed for distance and/or online learning. Also included is completion of a minimum of 300 clinical agency contact hours undertaken within the region. (3 credits)

##### N610 Rural Health Family Nurse Practitioner Theory II

This Post-Master’s Certificate Program Course provides didactic instruction in advanced theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of individuals and families and to promote health/wellness across the life span. This course is part II of three-part consecutive course

offering. Ongoing emphasis is on critical thinking and evidence-based practice guidelines to formulate diagnoses, communicate clinical impressions, develop safe/efficacious treatment plans, and evaluate effectiveness of plans in achieving optimal health outcomes in clients with simple to complex problems. The course builds on NUR 694 Family Nurse Practitioner Theory I, and requires physical presence in class. The course is not designed for distance and/or online learning This course continues with theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of individuals across the life span. Emphasis is placed on health promotion, disease prevention and management of common health problems. (3 credits).

**N695 Rural Health Family Nurse Practitioner Practicum II**

This Post-Master’s Certificate Program Course provides transition from theory to practice, incorporating the synthesis of knowledge, skills, and abilities through supervised clinical experiences in community/rural/frontier settings. Emphasis is on critical thinking and evidence-based practice guidelines to formulate diagnoses, communicate clinical impressions, develop safe/efficacious treatment plans, and evaluate effectiveness of plans in achieving optimal health outcomes. The course requires physical presence in class, and is not designed for distance and/or online learning. Also included is completion of a minimum of 300 clinical agency contact hours undertaken within the region. (3 credits)

**N620 Rural Health Family Nurse Practitioner Theory III**

This Post-Master’s Certificate Program Course provides didactic instruction in advanced theoretical and diagnostic knowledge necessary to confront simple to complex problems relevant to the health care of individuals and families and to promote health/wellness across the life span. This course is the final of three-part consecutive course offerings and emphasizes prevention of illness and injury, pregnancy care, and preparation for family nurse practitioner certification and future practice in rural/frontier community. (3 credits)

**N696 Rural Health Family Nurse Practitioner Practicum III**

This course provides students with foundational supervised clinical experiences to manage individual and family health needs including wellness promotion, illness/injury prevention, pregnancy, and simple to complex health problems. It is the final practicum of three consecutive semester courses which emphasize application of evidence-based practice, critical thinking skills, effective oral/written communication, and utilization of multi-disciplinary resources in providing client and family-based healthcare in rural settings. The course requires physical presence in class, and is not designed for distance and/or online learning. Also included is completion of a minimum of 150 clinical agency contact hours undertaken within the region. Emphasis is on the provision of safe and effective advanced family practice nursing care and preparation for national Advanced Practice Nurse Certification. (3 credits)

**Table 5 - SAMPLE POST MASTERS FNP PLAN OF STUDY**

Semester I – Fall Term	Course	Didactic Credits	Clinical Hours
NUR 600	Rural Health Family Nurse Practitioner Theory I	3	0
NUR 694	Rural Health Family Nurse Practitioner Practicum I	3	300

Semester II – Spring Term			
NUR 610	Rural Health Family Nurse Practitioner Theory II	3	0
NUR 694	Rural Health Family Nurse Practitioner Practicum III	3	300
Semester III – Summer Term			
NUR 620	Rural Health Family Nurse Practitioner Theory III	3	0
NUR 696	Rural Health Family Nurse Practitioner Practicum III	3	150
Total Credits:		18	750+

## 6. Accreditation Plan

Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency contributing to the improvement of the public's health. CCNE monitors and ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. In 2012, the WNMU RN-BSN program was awarded a 10-year accreditation by CCNE. Upon implementation of this proposal, the WNMU SON will be required to submit documentation of a Substantive Change to CCNE within 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of change.

The Substantive Change report is submitted by the chief nurse administrator and must document the nature and scope of the substantive change. The report also must document how the change(s) affects the program's compliance with the accreditation standards. The substantive change report should not exceed 5 pages, unless otherwise negotiated with CCNE staff.

The substantive change report subsequently is reviewed by the CCNE Executive Committee, which is comprised of the officers of the Board. Upon review of the report, the committee may act to approve the change or may request additional information. If warranted, the report is forwarded to the CCNE Board for review and action. The Board's review of a substantive change report may result in additional reporting requirements, a focused or comprehensive on-site evaluation, or an adverse action.

## 7. Projected Enrollment for both the Master's in Nursing and FNP Certificates

We are projecting a robust enrollment in the proposed graduate programs. As noted previously, responses were positive for our proposed graduate programs, based on an electronic survey distributed in the spring of 2017 (Table 2).

It is anticipated that the proposed online masters degree would follow the same developmental trajectory as WNMU's successful existing RN-BSN program. In slightly over 10 years, the WNMU RN-BSN program has grown to a current enrollment of 69 matriculating students with 93 successful graduates. This is in addition to the implementation of a BSN degree-granting program following the state-wide New Mexico Nurse Educators Consortium (NMNEC) curriculum initiated in the Fall of 2015 which advanced WNMU from the pre-existing Associate's Degree model.

We anticipate admitting ten (10) students every other academic year for the Master's program, with applications accepted during the spring term and cohorts beginning the program in the fall term. Admissions to the Post-Master's FNP would commence with the completion of the first masters cohort,

with a total of 8 FNP students admitted every other academic year in keeping with graduating masters cohorts. Summer sessions would be offered for the third of three terms in the Post-Master's certificate program. Table 6 below presents projected enrollment, credit hours, and anticipated graduates for the Master's in Nursing graduate program and FNP post-master's certificate program for the first 5 years of the program.

**Table 6 - Projected Enrollment, Credit Hours, and Number of Graduates**

	Cohort 1		Cohort 2		Cohort 3	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grad Cohort 1	8 students	8 students				
Grad Cohort 2			8 students	8 students		
Grad Cohort 3					8 students	8 students
FNP Cohort 1			8 students			
FNP Cohort 2						8 students
Grad Credit Hours	144	136	144	136	144	136
FNP Credit Hours	-	-	144	72	144	72
Total Credit Hours	144	136	288	208	288	232
Graduates		8	-	16		16
** MS Credit Hours = # credits per year x 8 students; FNP Credit Hours = # credits per year x 8 students						

Table 1 Master's in Nursing Graduate Program: Projected 5 Year Enrollment

### 8. Availability of Faculty and Staff

We anticipate that the current faculty teaching in the WNMU School of Nursing programs will offer graduate courses in the Fall of 2018. Two faculty are doctorally prepared (PhD), one with board certification as a Women's Health Nurse Practitioner (WHNP) and certification as a Nurse Educator (CNE). Both of the PhD prepared faculty currently teach courses in the Post-Baccalaureate Graduate Certificate programs offered by the WNMU School of Nursing.

Three additional faculty are prepared at the Master's level with board certification as a Family Nurse Practitioner (FNP). There will be no need to hire additional faculty or staff to implement the program. Adjustments to the current post-licensure RN to BSN program course offerings will free up existing faculty to teach in the graduate program. Current policy has been to offer courses multiple times per year, commonly resulting in difficulty in achieving optimum class size in the RN to BSN program. In re-constructing the course offerings, the decrease in frequency of course offerings in the existing RN to BSN program will serve two purposes; course enrollment shall increase in existing courses due to decreased frequency, and qualified faculty will be available to lead the proposed graduate and post-masters programs. See appendix A for Curriculum Vitae for each faculty.

### 9. Cost

The following key points address the topic of finances as they pertain to the proposed program(s).

Our current technology and equipment assets meet the needs for implementation and maintenance of this program without further augmentation or expense.

Implementation of the program will have no additional space requirements and will make use of existing infrastructure.

There is no anticipation of an increase in need for student support services outside of the School of Nursing.

There are no projected needs for new faculty due in part to limited cohort size for the proposed graduate program coupled with the availability of current Master's and Doctorally-prepared nursing faculty, three of whom are currently-practicing certified Family Nurse Practitioners.

Adjustments to existing course scheduling for post-licensure baccalaureate degree will allow the incorporation of new courses without faculty overload, while simultaneously encouraging full cohort sections for the post-licensure baccalaureate degree. The current practice of offering the majority of post-licensure baccalaureate degree courses every semester has occasionally resulted in low enrollment numbers for many of the courses due to the frequency of course offerings. Increasing attention to student advising will help to maintain current successful progression rates through the post-licensure baccalaureate, while increasing course enrollment when courses are offered but also presenting the opportunity to offer the graduate courses without additional faculty expense.

As a part of the New Mexico Nurse Educator's Consortium (NMNEC) initiative, WNMU has ceased offering the Associate's Degree in Nursing (ADN) with the Fall 2016 cohort admission. This final group of Associate's Degree students will graduate in May of 2018; the WNMU Associate's Degree program historically has been the primary driver of admissions to the post-licensure program. With the shift towards the pre-licensure Baccalaureate Degree in Nursing, a drawdown is anticipated in the size of the post-licensure BSN program, thus further freeing faculty to participate as instructors in the graduate programs.

No new library resources will be necessary to support either the proposed masters and/or post-masters FNP graduate certificate programs.

Anticipated fees that students may incur outside of tuition and fees for attendance plus textbooks would include expenses related to clinical practicum experiences should the student pursue the Post-Master's FNP. Specific expenses, for example, could involve additional background checks should practicum sites require it prior to student placement. Students would be required to submit documentation of eligibility directly to the practicum institution, if required. The purchase of malpractice insurance prior to clinical practicum is suggested for all students.

A more detailed budget is found in Appendix 1.

#### **10. Availability of Library Resources**

The Miller Library has approximately 1,200 print and electronic books in its collection capable of supporting a graduate program in nursing. In the last fiscal year, the nursing collection was reviewed on a title-by-title basis and updated through new acquisitions. While many of the new titles purchased were in print format, 205 books (totalling \$11,135) were purchased in electronic format.

The topic coverage in the nursing book collection includes nursing administration, medical terminology, history of medicine, ethics in health care professions, patient education, clinical skills, public policy and health care, women's health, social medicine, infectious diseases, chronic illnesses, wellness and fitness,

rural health, health care reform, nursing assessment, nursing care plans, nursing research, health and environment, culture and health, learning disabilities, substance abuse, populations with special needs, gerontology, and alternative medicine. Because of New Mexico's demographic profile, a special emphasis is placed on works that pertain to Hispanic and Native American health care needs and cultural considerations. The nursing book collection was augmented by acquiring works in related subject areas such as aging and gerontology, addiction, men's health, public health, psychology, and health care. Nursing graduate work relies heavily on databases that cover scholarly journal literature, especially in evidence-based research. To that end, the Miller Library maintains subscriptions to CINAHL Complete (the most prestigious database for nursing studies), Nursing and Allied Health Collection, Public Health Reports, Psych INFO, the Psychology Collection, Sports Discus, and Academic Search Complete. E-book collections such as the Merck Manuals and Credo Reference also are available to nursing students and faculty.

The Miller Library participates in both the Federal Depository Library Program and the New Mexico State Depository Program. To that end, the Miller Library provides ready access to online databases produced by federal or state agencies. Examples of these databases are the Center for Disease Control and Prevention, Medline Plus, PubMed, TOXNET, U.S.-Mexico Border Health Commission, Health New Mexico, and New Mexico Department of Health.

Professional librarians and highly trained library technicians provide research assistance to nursing students and other library users in both face-to-face and online environments. Professional librarians teach library instruction sessions on a regular basis at the request of faculty. Finally, the Miller Library is a member of several library consortia which broadens the opportunities to provide resources to nursing graduate students. The consortia include AMIGOS Library Services, Inc., (membership includes libraries in New Mexico, Arizona, Texas, Oklahoma, Arkansas, and Louisiana), the New Mexico Consortium of Academic Libraries, and the National Network of Libraries in Medicine.

Respectfully submitted:

John Scarbrough, PhD, PT, RN, CNE

Anita Gallardo, MSN, FNP-BC

Vicki Denson, PhD, WHNP-BC, CNE

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## Appendix I Proposed Degree Program Coursework

Proposed Program: Masters of Nursing in Community & Rural/Frontier Health; Post-Masters Certificate as Rural Health Family Nurse Practitioner

### A. CURRENT UPPER DIVISION FACULTY COURSES – Semesters 1 & 2

Fall Semester						
Course Number	Course Name	Credits	1 <sup>st</sup> 8 weeks	2 <sup>nd</sup> 8 weeks	3 <sup>rd</sup> 8 weeks	Comments
NUR 332	Nursing Research	3		X		
<b>NUR 336</b>	<b>Pathophysiology</b>	<b>3</b>		<b>X</b>		<b>Change to Spring Only</b>
NUR 401	Gerontological NSG	4			X	
NUR 406	Critical Thinking	3		X		
NUR 407	Leadership	3		X		
NUR 408	Issues	3	X			
NUR 415	Health Policy I	2	X			
<b>NUR 416</b>	<b>Health Policy II</b>	<b>2</b>		<b>X</b>		<b>Change to Spring Only</b>
NUR 429	Utilizing Resources	3	X			
NUR 447	Community Theory	3	X			
NUR 481	Community Practicum	3			X	
Totals		<del>32</del> <b>30</b>	3 F/T Faculty @ 12 Credits each = 36 Credit Capacity			

Spring Semester						
Course Number	Course Name	Credits	1 <sup>st</sup> 8 weeks	2 <sup>nd</sup> 8 weeks	3 <sup>rd</sup> 8 weeks	Comments
NUR 325	Health Assessment	4			X	
NUR 332	Nursing Research	3		X		
NUR 336	Pathophysiology	3		X		
NUR 406	Critical Thinking	3		X		
<b>NUR 407</b>	<b>Leadership</b>	<b>3</b>		<b>X</b>		<b>Change to Fall Only</b>
NUR 408	Issues	3	X			
NUR 416	Health Policy II	2		X		
NUR 429	Utilizing Resources	3	X			
NUR 447	Community Theory	3	X			
NUR 481	Community Practicum	3			X	
NUR XXX	Elective	2				As needed
Totals		<del>32</del> <b>29</b>	3 F/T Faculty @ 12 Credits each = 36 Credit Capacity			



**B. PROPOSED UPPER DIVISION FACULTY COURSES – Semesters 1 & 2 – Include Masters**

Fall Semester						
Course Number	Course Name	Credits	1 <sup>st</sup> 8 weeks	2 <sup>nd</sup> 8 weeks	3 <sup>rd</sup> 8 weeks	Comments
NUR 332	Nursing Research	3		X		
NUR 401	Gerontological NSG	4			X	
NUR 406	Critical Thinking	3		X		
NUR 407	Leadership	3		X		
NUR 408	Issues	3	X			
NUR 415	Health Policy I	2	X	X		
NUR 429	Utilizing Resources	3	X			
NUR 447	Community Theory	3	X			
NUR 481	Community Practicum	3			X	
NUR 501	Theory of Nursing	3	Full Term			Masters
NUR 503	Informatics	3	Full Term			Masters
NUR 507	Contemporary Care	3	Full Term			Masters
Totals		36	3 F/T Faculty @ 12 Credits each = 36 Credit Capacity			

Spring Semester						
Course Number	Course Name	Credits	1 <sup>st</sup> 8 weeks	2 <sup>nd</sup> 8 weeks	3 <sup>rd</sup> 8 weeks	Comments
NUR 325	Health Assessment	4			X	
NUR 332	Nursing Research	3		X		
NUR 336	Pathophysiology	3		X		
NUR 406	Critical Thinking	3		X		
NUR 408	Issues	3	X			
NUR 416	Health Policy II	2		X		
NUR 429	Utilizing Resources	3	X			
NUR 447	Community Theory	3	X			
NUR 481	Community Practicum	3			X	
NUR 502	Research Utilization EBP	3	Full Term			Masters
NUR 506	Finance Topics Hlth Care	3	Full Term			Masters
NUR 505	Adv Pathophysiology	3	Full Term			Masters
Totals		36	3 F/T Faculty @ 12 Credits each = 36 Credit Capacity			

**C. PROPOSED UPPER DIVISION FACULTY COURSES – Semester 1 - FNP**

Summer Semester						
Course Number	Course Name	Credits	1 <sup>st</sup> 8 weeks	2 <sup>nd</sup> 8 weeks	3 <sup>rd</sup> 8 weeks	Comments
NUR 600	FNP Theory I	3	Full Term			FNP
NUR 694	FNP Practicum I	3	Full Term			FNP
Totals		6	2 F/T Faculty @ 12 Credits each = 24 Credits Capacity			

**D. PROPOSED UPPER DIVISION FACULTY COURSES – Semesters 3 & 4 – Masters & Semester 2 - FNP**

<b>Fall Semester</b>						
Course Number	Course Name	Credits	1 <sup>st</sup> 8 weeks	2 <sup>nd</sup> 8 weeks	3 <sup>rd</sup> 8 weeks	Comments
NUR 332	Nursing Research	3		X		
NUR 401	Gerontological NSG	4			X	
NUR 406	Critical Thinking	3		X		
NUR 407	Leadership	3		X		
NUR 408	Issues	3	X			
NUR 415	Health Policy I	2	X	X		
NUR 429	Utilizing Resources	3	X			
NUR 447	Community Theory	3	X			
NUR 481	Community Practicum	3			X	
NUR 502	Research Utilization	3	Full Term			Masters
BSAD 506	Finance Topics	3	Full Term			Masters
NUR 505	Advanced Pathophysiology	3	Full Term			Masters
NUR 610	FNP Theory II	3	Full Term			FNP
NUR 695	FNP Practicum II	3	Full Term			FNP
Totals		42	3 F/T Faculty @ 12 Credits each + 1 P/T Faculty @ 6 Credits = 42 Credits			

\*Current budget includes 1 Part-Time Faculty (0.5 FTE); position has remained unfilled and will not be filled until term prior to start of FNP program

**E. PROPOSED UPPER DIVISION FACULTY COURSES – Semesters 1 & 2 – Masters & Semester 3 - FNP**

<b>Fall Semester</b>						
Course Number	Course Name	Credits	1 <sup>st</sup> 8 weeks	2 <sup>nd</sup> 8 weeks	3 <sup>rd</sup> 8 weeks	Comments
NUR 332	Nursing Research	3		X		
NUR 401	Gerontological NSG	4			X	
NUR 406	Critical Thinking	3		X		
NUR 407	Leadership	3		X		
NUR 408	Issues	3	X			
NUR 415	Health Policy I	2	X	X		
NUR 429	Utilizing Resources	3	X			
NUR 447	Community Theory	3	X			
NUR 481	Community Practicum	3			X	
NUR 620	FNP Theory III	3	Full Term			FNP
NUR 696	FNP Practicum III	3	Full Term			FNP
Totals		36	3 F/T Faculty @ 12 Credits each = 36 Credit Capacity			

\*Current budget includes 1 Part-Time Faculty (0.5 FTE); position has remained unfilled and will not be filled until term prior to start of FNP program

**Appendix II**

**Projected Graduate Program Outcomes - Additional Cost Estimates and Resources**

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected Tuition (In-state – 9cr)	-	\$38,249	-	\$38,249	-	\$76,498	-	\$57,373	-	\$76,498	-	\$57,373
External Grants and Contracts	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL REVENUE</b>	\$38,249		\$38,249		\$76,498		\$57,373		\$76,498		\$57,373	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	-	-	-	-	-	\$31,500 ***	-	-	-	-	-	-
Learning Resources	0	0	0	0	0	0	0	0	0	0	0	0
Equipment	0	0	0	0	0	0	0	0	0	0	0	0
Facilities & modifications	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Other		5,000*	5,000**		5,000**		5,000**		5,000**		5,000**	

TOTAL EXPENSES	\$5000	-	\$31,500	\$31,500	\$31,500	\$31,500
DIFFERENCE (Rev.-Exp.)	\$33,249	\$38,249	\$44,998	\$25,873	\$44,998	\$25,873
ESTIMATED IMPACT OF NEW PROGRAM	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
Student Enrollment	8 new Master's	8 continuing Master's	8 Master's grads 8 new Master's 8 new FNP	8 continuing Master's 8 FNP grads	8 new Master's 8 new FNP	8 continuing Master's 8 FNP grads
Projected Annual Credits (new)	144	144	288	216	288	216
Tuition Generated (new) (in-state)	<b>\$33,249</b>	<b>\$38,249</b>	<b>\$44,998</b>	<b>\$25,873</b>	<b>\$44,998</b>	<b>\$25,873</b>

\*Initial accreditation fees

\*\*Ongoing annual accreditation fees; release of accreditation from ACEN for Associate's Program (discontinued) concurrent with introduction of accreditation from CCNE for graduate program will result in zero net change in accreditation fees after the initial year for which both will be required.

\*\*\*\*Current budget includes 1 Part-Time Faculty (0.5 FTE); position has remained unfilled and will not be filled until term prior to start of FNP progr

## **Appendix III Letters of Support**

Office of the Dean

Dr. John E. Scarbrough  
Associate Dean, School of Nursing  
Western New Mexico University  
Silver City, NM 88062

September 10, 2017

Re: Proposed MSN in Community & Rural/Frontier Health; Post-Master's FNP programs

Dear Dr. Scarbrough,

On behalf of the University of New Mexico College of Nursing, I would like to express our support for Western New Mexico University School of Nursing's application for a Master's Degree in Nursing in Community and Rural/Frontier Health and the Family Nurse Practitioner post-master's certificate program (FNP-PMC) for those students who choose to obtain the FNP-PMC following their master's program. These two programs have the potential to significantly improve health care delivery in southwestern New Mexico

We greatly appreciate the fact that while the proposal utilizes online technology to deliver the Master's Degree in Nursing in Community and Rural/Frontier Health the FNP PMC program allows students to have clinical rotations in the Silver City area. It has been our experience that students exposed to rural clinical experiences as part of their program are more likely to seek employment in rural communities upon graduation.

We look forward to the success of these programs that will benefit students, patients, employers and healthcare systems in our state, as both of our institutions strive to prepare the nursing workforce of the future.

Sincerely,



Carolyn Montoya, PhD, CPNP, FAAN  
Interim Dean



Judy Liesveld, PhD, CPNP  
Interim Associate Dean



College of Health and Social Services  
School of Nursing  
New Mexico State University  
P.O. Box 30001, MSC 3185  
Las Cruces, New Mexico 88003-8001  
Phone: (575) 646-3812 Fax: (575) 646-2167

March 31, 2017

New Mexico Higher Education Department  
2044 Galisteo St #4  
Santa Fe, NM 87505

To whom it may concern:

As the Director of the School of Nursing at New Mexico State University, I am writing this letter of support for the proposed program of a Master of Nursing (MSN) in Community & Rural/Frontier Health at Western New Mexico University. This proposed program will seek to improve health care delivery in southwestern New Mexico region through the preparation of master's-prepared nurses. It includes coursework that will provide students with education in community and rural/frontier health. This proposed program adheres to the Commission on Nursing Collegiate Nursing Education (2011) MSN Essentials, in which the graduates will be prepared to serve in much needed roles including but not limited to positions within the State of New Mexico Department of Health (NMDOH), K-12 school systems, institutions of higher education, health care facilities, and local and regional systems that provide direct patient care. Graduates will be prepared to exercise advanced nursing practice through scientific thinking, initiative, cultural inclusiveness, knowledge of organizations, systems change, teamwork and a commitment to healthy populations and communities with an emphasis on rural/frontier populations. Graduates will complete a 33-credit Masters of Nursing (MSN) degree in Community and Rural/Frontier Health, with the elective option to seeking additional course work as a Family Nurse Practitioner (FNP). Graduates of the Community & Rural Masters will be eligible to sit for American Nurses Credentialing Center (ANCC) certification as an Advanced Public Health Nurse. Those who undertake the FNP option in the post-master's certificate, FNP option will be eligible to sit for national board certification as a Family Nurse Practitioner (FNP).

As enrollments in the graduate programs in Nursing at New Mexico State are at capacity, this proposed program will provide another educational opportunity for potential students in southern New Mexico.

Respectfully,

A handwritten signature in blue ink that reads "Kathleen Huttlinger".

Kathleen Huttlinger, PhD, RN  
Professor  
Interim Associate Dean and Director SON

Dr. John E. Scarbrough  
Associate Dean, School of Nursing  
Western New Mexico University  
Silver City, NM 88062

August 31, 2017

Re: Proposed MSN in Community & Rural/Frontier Health; Post-Master's FNP programs

Dear Dr. Scarbrough,

I am writing to you today provide documented support of Western New Mexico University's proposed Master of Science in Nursing for Community & Rural/Frontier Health and Family Nurse Practitioner Post-Master's Certificate programs.

Central New Mexico Community College is a large urban post-secondary provider. Because of our central location, great outcomes, and affordability, we continue to be one of the largest producers of Associate Degree nurses in the country. Over the past years, our partners at WNMU have successfully recruited many of our graduates into their RN to BSN program. We now have a culture amongst our students that WNMU is a highly desired and accessible program for their undergraduate pursuits.

To be able to build on this momentum by offering both the Master's degree and the post-Master's certificate will be a powerful incentive to students. Further, the rural and community focus of the program helps to meet a critical need in New Mexico, regardless of where these students ultimately work. I am optimistic that the intimate nature of WNMU's campus and classrooms will play a strong role to increase the number of FNPs who relocate to Silver City and other critical access areas.

I am hopeful that this program proposal will be accepted and implemented. This is truly an investment in the health and wellbeing of rural New Mexicans. If I can be of any assistance or if you need clarification, please don't hesitate to reach out.

Sincerely,



**Diane Evans-Prior, DNP, RN**

Academic Affairs Director of Nursing  
School of Health, Wellness, & Public Safety  
Central New Mexico Community College  
Office: 505.224.4121  
Email: [devansprior@cnm.edu](mailto:devansprior@cnm.edu)





Main Clinic & Administration  
P.O. Box 550  
530 DeMoss Street  
Lordsburg, NM 88045  
(575) 542-8384  
Fax: (575) 313-8235

Dr. John E. Scarbrough  
Associate Dean, School of Nursing  
Western New Mexico University  
Silver City, NM 88062

April 2, 2017

Re: Proposed MSN in Community & Rural/Frontier Health; Post-Master's FNP programs

Dear Dr. Scarbrough,

We are writing in support of Western New Mexico University's proposed Master of Science in Nursing for Community & Rural/Frontier Health and Family Nurse Practitioner Post-Master's Certificate programs.

Hidalgo Medical Services is a Federally-qualified, non-profit, community-based health center system that provides access to quality, patient-centered, comprehensive health care to all people who need it — regardless of their ability to pay. HMS provides medical, mental health, and dental services to clients across the lifespan in both Hidalgo and Grant Counties in New Mexico. HMS medical doctors, nurse practitioners and physician assistants work in a team-based approach to deliver comprehensive and integrated services with the support of highly qualified nurses and medical assistants. Primary care providers work within a Patient Centered Medical Home (PCMH) model that works to improve health outcomes through care coordination and optimizing health outcomes.

Hidalgo Medical Services looks forward to partnering with WNMU School of Nursing in helping to deliver graduate level educational experiences to help meet the needs of the communities we serve in Grant and Hidalgo Counties.

HMS can offer skilled and knowledgeable practitioners as preceptors as well as family practice/clinical sites to WNMU graduate level nursing students to prepare them to serve our clients in our Southwestern New Mexico rural communities.

We recognize that educating advanced-practice nurses in our community increases the likelihood that they will stay in our community after graduation.

Furthermore, having locally-prepared Family Nurse Practitioners available for employment with HMS would come as a welcome addition to our ever-present search for FNPs. Historically, HMS has hired between 2 and 4 new FNPs every year for the past 5 years, and the need for such primary health care providers is projected to increase as our population continues to age and current health care providers retire.

Sincerely,

A blue ink signature of Dan Otero.

Dan Otero, Chief Executive Officer  
530 DeMoss  
Lordsburg, NM 88045  
[dotero@hmsnm.org](mailto:dotero@hmsnm.org)  
575-597-2729

A blue ink signature of Darrick Nelson.

Darrick Nelson, MD, Chief Medical Officer  
[dnelson@hmsnm.org](mailto:dnelson@hmsnm.org)  
575-597-2717

September 8, 2017

Council of Graduate Deans

Dear Council Members,

I am writing today on behalf of the New Mexico Department of Health (NMDOH) to offer support for the Masters of Nursing (MSN) in Community & Rural/Frontier Health program and the post-master's option for Family Nurse Practitioner certification project being proposed by Dr. John Scarbrough, Associate Dean, School of Nursing, at Western New Mexico University.

New Mexico's abundant rural areas struggle to find health care providers. This program would certainly assist the state in finding qualified nurses to help meet these needs. Having Masters prepared nurses available to work within our Public Health offices would enable the NMDOH to improve its services in our clinics and offices. Additionally, advanced practice nurses (FNP's) would be able to function independently without having the need for physicians in all locations.

Dr. Scarbrough's proposal demonstrates the counties of New Mexico and their current staffing shortages. While the WNMU proposal for FNP level would primarily focus on nurses who currently live in Grant, Luna, Hidalgo, and Catron counties due to requirements for onsite attendance, the accessibility for the Master's level program would be accessible to nurses statewide through online training. Benefits to NMDOH include:

- Increased nursing and LIP availability in rural areas of NM
- Help to meet the needs of our target populations
- Improved provision of evidence based nursing practice
- Application of the principles of epidemiology in the assessment and delivery of care.

NMDOH encourages you to support and approve the proposed program of a Master's of Nursing in Community & Rural/Frontier Health as well as the post-master's certificate option for nurses to become certified as Family Nurse Practitioners.

Sincerely yours,

William D. Chaltry, RN, BSN, LNHA  
Chief Nursing Officer  
New Mexico Department of Health

**OFFICE OF THE SECRETARY**

1190 St. Francis Dr., Suite N4100 • P.O. Box 26110 • Santa Fe, New Mexico • 87502  
(505) 827-2613 • FAX: (505) 827-2530 • [www.nmhealth.org](http://www.nmhealth.org)

