

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For *each* proposed program, attach a *separate* cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Johns Hopkins University

Institution Submitting Proposal

2017

Projected Implementation Date

Post-Master's Certificate

Award to be Offered

Pediatric Acute Care Nurse Practitioner

Title of Proposed Program

Suggested HEGIS Code

51.3801

Suggested CIP Code

School of Nursing

Department of Proposed Program

Patricia Davidson, Dean

Name of Department Head

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Signature and Date

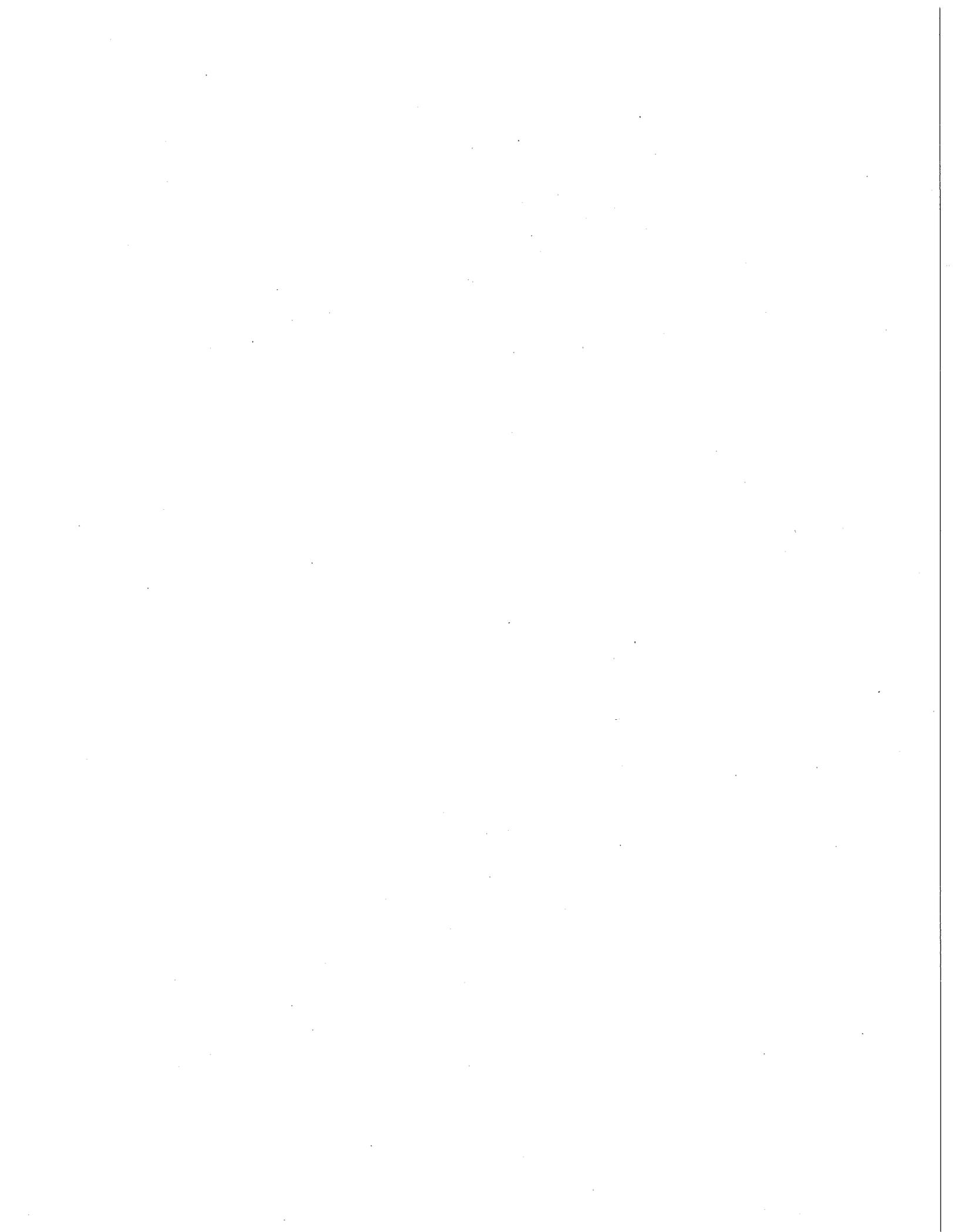
2/8/2017

President/Chief Executive Approval

N/A

Date

Date Endorsed/Approved by Governing Board



**The Johns Hopkins University
School of Nursing
Proposal for Certificate in an Existing Degree Program**

**Post-Master's Certificate: Pediatric Acute Care Nurse Practitioner
within the Master of Science in Nursing**

The Johns Hopkins School of Nursing (JHSON) seeks endorsement of a Pediatric Nurse Practitioner Acute Care (PNP-AC) Post-Master's Certificate within the existing and previously approved Master of Science in Nursing (MSN) program (HEGIS code 1203-00, CIP code 51.3801). Graduates of Johns Hopkins School of Nursing Master of Science in Nursing (MSN) Program who wish to expand their expertise beyond primary care to the acute care of children will experience a vigorous academic program and will benefit from rich and varied clinical opportunities to provide acute care to children across a variety of care settings and throughout the continuum of care. With access to Hopkins faculty and learning resources, graduates will develop and apply advanced skills in the assessment, diagnosis, and management of health problems encountered in acutely ill children. Graduates of this program will be eligible to apply for the Pediatric Nursing Certification Board's pediatric acute care certification exam.

A. Centrality of Proposed Certificate Program to Institutional Mission

The Post-Master's Certificate PNP-AC certificate is aligned with the mission of the JHSON to improve the health of individuals and diverse communities locally and globally through excellence in nursing education, research, practice and service. The goal of the MSN program is to prepare nurse experts in advanced practice nursing and/or management for leadership positions in professional nursing practice and patient centered health care delivery. The proposed certificate program prepares experienced Pediatric Nurse Practitioners to serve as Pediatric Nurse Practitioners in Acute care. This program will include collaborations between the JHSON, Johns Hopkins School of Medicine and numerous partners both within and external to the Johns Hopkins Health System.

B. Evidence of Market Demand

National and regional demand for nurse practitioners (NPs) educated and certified in pediatric acute care is increasing. The NP role in acute care evolved from inpatient needs in the intensive care units to outside of critical care, with increases in need in numerous pediatric subspecialties (Reuter-Rice, K. et al 2016) . With limits on medical resident work hours, demand for acute care PNP's has increased. Hospitals that provide pediatric acute and specialty care throughout Maryland are challenged in hiring PNPs because of the small number of certified acute care PNPs. Hospitals such as Johns Hopkins, University of Maryland, Sinai Hospital and multiple hospitals in Washington DC, Virginia and Pennsylvania all employ acute care PNPs. The Johns Hopkins Hospital (JHH) has had significant difficulties in hiring PNPs certified in acute care. In the pediatric intensive care unit, they have needed to hire outside search firms (at a significant cost) to fill PNP-AC positions and offer employments incentives such as sign on bonuses. In addition, physicians

have been hired into unfilled PNP-AC positions. Specialty practices that serve the needs of children in both clinic and inpatient settings have needed to limit the role of the primary care PNP to ensure their scope of practice is within their specialty and certification.

Additionally, Johns Hopkins All Children's Hospital has expressed the need for pediatric acute care education and certification of their primary care pediatric nurse practitioner staff.

The Consensus Model for Advanced Practice Registered Nurse (APRN) Regulation (2008) states that advanced practice nurses should have licensure, accreditation, certification and education that aligns with their practice setting. For decades, primary care PNPs have been employed in the hospital setting. This practice often results in PNPs practicing outside of their scope and presenting a risk for legal, ethical and safety issues. With the institution of a pediatric acute care certification exam in 2005, employers are eager to hire PNP's with certification that matches their practice setting. A PNP-AC certificate program is necessary for PNPs practicing in a primary care practice setting who wish to move to an acute care practice setting, as well as primary care PNPs practicing in acute care settings without proper education and certification. Johns Hopkins Hospital colleagues report severe difficulties in recruiting acute care PNPs and have reached out to the JHSON to help solve this problem. This includes the Johns Hopkins Hospital and Johns Hopkins All Children's Hospital in Florida. Nationally, only 29 schools offer post-graduate PNP-AC certificate programs for PNPs; none are in Maryland.

C. Curriculum Design

The proposed Post-Master's online Pediatric Nurse Practitioner Acute Care (PNP-AC) certificate program is a free-standing 12 credit (minimum) program built upon core competencies already obtained in the student's national accredited Pediatric Nurse Practitioner-Primary Care (PNP-PC) program and will be in alignment with the Acute Care Pediatric Nurse Practitioner Competencies addressed by the National Organization of Nurse Practitioner Faculties and the Consensus Model for APRN regulation (2013). Students would enter the PNP-AC Certificate Program after successfully completing an accredited PNP-PC Program. Students may enter the program after completing The Johns Hopkins University Master of Science in Nursing program, Pediatric Nurse Practitioner Primary Care (PNP-PC) track, a 40 credit program. Or they may enter after completing another national accredited PNP-PC Program. This would include a gap analysis performed in accordance with the National Task force on Quality Nurse Practitioner Education's Criteria for Evaluation of Nurse Practitioner Programs (2016), including demonstrating successful completion of courses in pathophysiology, pharmacology and advanced physical assessment at the Masters level. The gap analysis would also determine clinical hours needed to meet the minimum of 500 hours of precepted pediatric acute care clinical. *See Appendix A for the list of courses and descriptions.*

Plan of study

Semester 1

Advanced diagnostics and therapeutics in pediatric acute care (clinical and didactic with simulation)	2 credits (28 clinical hrs.)
Diagnosis symptom and illness management –pediatric acute care	2 credits

Semester 2

Advanced Practice in Pediatric Acute Care 1 (clinical and didactic)	4-5 credits (146-236 clinical hrs.)
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Semester 3

Advanced Practice in Pediatric Acute Care 2 (clinical and didactic)	4-5 credits (146-236 clinical hrs.)
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D. Adequacy of Faculty Resources

There are 73 full time faculty members at the JHU School of Nursing (SON). The curriculum vitae (CV) of all full and part time faculty provide evidence that they are both academically and experientially qualified to accomplish the missions, goals and expected outcomes of the MSN and post MSN programs.

Faculty CVs also reflect commitment to maintenance of expertise in teaching, scholarship, practice, and service, all of which are performance expectations at the SON, and of the programs, and the profession.

All courses are taught by faculty with graduate level specialty educational preparation and advanced expertise in the areas of content they are assigned to teach. Faculty who lead a clinical track or supervise clinical experiences hold relevant national certification. Eighty six percent of full-time faculty are doctorally prepared.

Full-time and part-time faculty numbers are reviewed each semester by the program directors to determine if there are sufficient numbers of both to accomplish the mission, goals, and expected outcomes of their respective programs. The Executive Vice Dean, program directors, and department chairs work collaboratively to determine the teaching assignments for full time faculty, taking into account the research, practice, and service commitments of each faculty member. The Executive Vice Dean and program director work with course coordinators and specialty track coordinators to identify the part-time faculty needed for clinical support.

Faculty Joint Appointments are provided to Johns Hopkins University affiliated nurses, physicians, and others who make a significant contribution to the SON including through teaching and precepting. Adjunct faculty status is offered to individuals who precept advanced practice nursing (APN) students and serve instrumental roles in facilitating student

projects, and/or have been consistent guest speakers for many years. Part-time faculty members are often hired based on the recommendation of full-time faculty and after participating as contractual clinical faculty for a few years and utilized in multiple courses. In the Post-Master's program, part time faculty may coordinate or co-coordinate clinical courses, if there are insufficient numbers of full time faculty with current national certifications to teach these courses. It is expected that part time faculty will be recruited due to specialized expertise in their fields. *See Appendix B for a list of faculty who will teach in the proposed certificate program.*

E. Additional Resources

No new additional resources will be required to deliver the proposed program. In order to increase the number of qualified faculty, current PNP faculty will be part of the initial cohort of certificate students.

Appendix A

Course List and Descriptions

Advanced diagnostics and therapeutics (2 credits)

This course will focus on the principles of diagnostic and treatment modalities utilized in pediatric acute and chronic care settings. Principles such as physiologic monitoring and support, diagnostic procedures, interventions, interpretation of diagnostic results and laboratory data will be included. Students will have the opportunity to demonstrate competency in simulation and in precepted clinical experiences.

Diagnosis, symptom and illness management -pediatric acute care (2 credits)

This course provides advanced understanding and application to prepare the student to provide acute and chronic care for the pediatric population. Content addresses comprehensive diagnosis, evaluation, management and follow-up of acute and chronic health problems.

Advanced Practice in Pediatric Acute Care 1 (clinical with seminar) (4-5 credits)

This course fosters clinical competency and emphasizes application of evidence based practice for common pediatric acute and chronic care conditions. It emphasizes the integration of theory, assessment, management and advanced therapeutics. Students will perform comprehensive clinical assessments including appropriate diagnostic, therapeutic testing and ongoing management. Management of acute and chronic health conditions will be accomplished through didactic content and with the direction of clinical preceptors. Clinical placements may include a variety of acute and chronic care settings including, but not limited to intensive care units, emergency departments, intermediate care settings, specialty care settings, etc.

Advanced Practice in Pediatric Acute Care 2 (clinical with seminar) (4-5 credits)

This course further fosters clinical competency of increasing complexity and emphasizes application of evidenced based practice for complex pediatric acute and chronic care conditions. It integrates the scientific, quality and independent practice competencies of the pediatric acute care nurse practitioner with an emphasis on leadership competencies. Clinical seminars will emphasize critical diagnostic and management topics. Clinical placements may include a variety of acute and chronic care settings including, but not limited to intensive care units, emergency departments, intermediate care settings, specialty care settings, etc.

Appendix B Faculty

Shawna Mudd, DNP, CPNP-AC, PNP-BC, has dedicated her career to the health of children in both acute care and primary care settings. She began her career as a pediatric intensive care nurse, practiced in the Johns Hopkins Hospital pediatric emergency department as a nurse practitioner for over 15 years. Her unique experience and expertise stems from years as a child abuse consultant and a provider of specialized primary care to children of mothers in substance abuse treatment. Her most recent work focuses on asthma care to disadvantaged minority children and innovate teaching methods. She continues to practice as an acute care provider in a primary care setting with Johns Hopkins Community Physicians.

Beth Wieczorek, DNP, CPCP-AC, PNP-BC began her career as a pediatric critical care nurse in 1980 and earned a master's degree in trauma critical care nursing in 1986. Prior to becoming a nurse practitioner in 1994 she fulfilled roles as an education and nurse manager. After becoming an NP she participated in the development of a ventilator and chronic pain program at an acute pediatric rehabilitation setting while continuing to practice as a critical care nurse. Dr. Wieczorek returned to the PICU full time in 2007 as a nurse practitioner and currently manages a team of 13 pediatric critical care nurse practitioners. As a DNP candidate she blended her knowledge of pediatric rehabilitation with her knowledge of critical illness to develop an early rehabilitation and mobility program in the PICU.

Elizabeth Sloand, PhD, CRNP, FAAN has been dedicated to care for underserved and low-income children throughout her career. Her work as a nurse educator, researcher, and community care provider focuses on uninsured and underinsured children and youth in East Baltimore, Haiti, and in other Caribbean nations. Her medical missions in rural southwest Haiti have enabled SON students to provide episodic direct primary and preventive healthcare to impoverished families as part of their training in community health nursing. In recognition of her work in the poverty-stricken village of Leon, Haiti, she received the 2005 Maryland Volunteer Health Care Hero Award from the *Maryland Daily Record*. Closer to home, Dr. Sloand has worked and led teams of students at the Wald Community Nursing Centers, providing direct primary care services to uninsured/underinsured children and their families. She teaches both undergraduate and graduate nursing students, coordinating SON's Pediatric Nurse Practitioner track. She also works as a pediatric nurse practitioner in the community, caring for children from birth through adolescence. Her publications appear in scholarly nursing and public health journals.

JoAnne Silbert-Flagg's, DNP, CRNP, scholarship focuses on promoting breastfeeding from pregnancy through weaning via direct patient care and the education of healthcare professionals. She conducts the weekly Mother's Breastfeeding Support group at Johns Hopkins Hospital OB/GYN and is conducting a study to evaluate the effectiveness of the group in promoting the achievement of the mother's breastfeeding goals. Dr. Silbert-Flagg is on the editorial board of the *Journal of Pregnancy and Child Health* and is co-editor of the *Pediatric Nurse Practitioner Certification Review Guide: Primary Care*, authoring the "Health Promotion" chapter with expanded content on breastfeeding. She is co-chair of the special interest group on breastfeeding for the National Association of Pediatric Nurse Practitioners (NAPNAP) and serves on the board of directors of the Maryland Breastfeeding Coalition. She provides clinical expertise as a

pediatric nurse practitioner (CPNP) and certified lactation consultant (IBCLC) at Columbia Medical Practice, and serves as a mentor to Fuld Scholars.

Kimberly Haus McIlltrot, DNP, CRNP began her career as an Army nurse 28 years ago, specializing in maternal-child health. For 18 years she has worked as the lead nurse practitioner in pediatric surgery at the Johns Hopkins Hospital. She earned her Doctor of Nursing Practice (DNP) degree in 2010 at Johns Hopkins University. Dr. McIlltrot worked to establish the American Pediatric Surgical Nurses Association's *Journal of Pediatric Surgical Nursing* and serves as its editor-in-chief. She has written numerous journal articles as well as textbook chapters on wound care, pediatrics, and pediatric surgery.

Brigit VanGraafeiland, DNP, CRNP has been a pediatric nurse practitioner for over 20 years and a nursing educator for the past 14 in undergraduate and graduate programs. She has practiced extensively in both rural and urban primary care settings and currently practices in pediatric urgent care. Dr. VanGraafeiland's experience and expertise working in vulnerable and underserved populations give her a valuable perspective when teaching. Her scholarship focuses on improving outcomes for children in out of home placement as well as their families. She has also focused on using clinical simulation and standardized patients to enhance the advance practice student's critical-thinking skills and clinical acumen.

Audra Rankin, DNP, APRN, CPNP, has dedicated her career to the health and wellness of children in primary care settings. In addition to being a Pediatric Nurse Practitioner-Primary Care, she also holds current certifications as a Pediatric Mental Health Specialist, a Certified Lactation Counselor and a Certified Nurse Educator. Dr. Rankin is a past president of the Kentucky Chapter of the National Association of Pediatric Nurse Practitioners (NAPNAP) and was named a NAPNAP clinical expert in childhood nutrition. In 2014, she co-authored the children's book "Gordon Galloway's Mealtime Makeover", encouraging healthy lifestyle changes in families. Dr. Rankin recently completed the Harvard Macy Program for Educators in Health Professions and is currently serving as an American Association of Colleges of Nursing Health Policy Faculty Fellow. Dr. Rankin's scholarship focuses on childhood obesity prevention strategies, interprofessional education and health policy.

