

Issue: MS Degree for Certified Registered Nurse Anesthetists

Proposed action: Approve New Program at USF Health College of Nursing

Background information:

The Certified Registered Nurse Anesthesia (CRNA) concentration is one of eight existing concentrations in the Nursing Master's Program and was approved by the University of South Florida's (USF) Graduate School in July 2006. The concentration was developed in accordance with the standards established by the Council on Accreditation (COA) of the American Association of Nurse Anesthetists. The Master's Program and all of its concentrations are accredited by the Commission on Collegiate Nursing Education until the year 2020. The COA provided separate accreditation through the year 2021.

The first cohort of 15 students was admitted in August 2006 using existing Education & General (E&G) funds from the USF College of Nursing base budget. In the 2010/2011 academic year, the college examined the viability of all its Master's Program concentrations. Although students in the CRNA concentration paid a slightly higher tuition per credit hour, delivery costs were more than five times the costs of other concentrations. The college, in collaboration with USF Health leadership, investigated alternative funding models and concurred that the Market Rate Tuition Program could provide the needed resources to continue offering this specialty.

In August 2011, the college received approval from the State of Florida Board of Governors' Office to change the tuition rate for the CRNA concentration to Market Based Tuition (MBT) at \$800/credit hour. Despite the increase in tuition costs, there were record numbers of applicants, and the college admitted 30 students into the first cohort at the MBT rate, double that of previous years, and at present, continues to admit this number each fall. Tuition collections, which cover the full-cost of the program, are deposited into a college-managed Auxiliary fund.

State requirements for an MBT Program are to maintain both E&G-funded students and Market Based students simultaneously. Even with the increase in tuition, there are not enough funds to offset the loss incurred by the E&G students, and consequently, the college cannot sustain both groups of students as required. At this time, the only alternative funding model is one that requires the college to seek a separate MS in Nurse Anesthesia CIP program code and corresponding Professional Tuition Model to continue offering this specialty degree.

Since the concentration requires extensive training provided by the highest trained and paid nursing professional healthcare faculty and staff plus access to and training on state-of-the-art medical equipment, it is a comparatively costly University offering. Therefore, it is important the concentration is supported through use of a tuition model that covers the full cost of delivery.

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of South Florida	Fall 2015
University Submitting Proposal	Proposed Implementation Term
College of Nursing	Graduate Programs
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
Nurse Anesthesia	MS in Nurse Anesthesia
Academic Specialty or Field	Complete Name of Degree
51.3804	
Proposed CIP Code	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees	President	Date
Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs
		Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	30	38.44	\$0	\$0	\$28,000	\$1,235,200	\$1,263,200
Year 2	60	60.94					
Year 3	90	67.50					
Year 4	90	67.50					
Year 5	90	67.50	\$0	\$0	\$145,000	\$1,306,000	\$1,451,000

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

- a) Level: Masters.
- b) Emphases: The purpose of this program is to prepare advanced nurse anesthetists who provide all types of anesthesia in collaboration with other healthcare professionals including physicians. CRNAs are vital to healthcare particularly in rural communities where they may be the only anesthetist available. CRNAs provide anesthesia in approximately two thirds of all rural hospitals in the United States, enabling these healthcare facilities to offer obstetrical, surgical and trauma stabilization services.
- c) Credit Hours: The program is a full-time program of study which requires seven consecutive semesters of study (72 credit hours). The first year is the didactic phase and consists of three semesters of full time study taught by health science faculty. The basic structure of the curriculum can be described as “front loaded” in that students will complete the majority of core curriculum before proceeding to clinical rotations in the second year.
- d) Overall Purpose: The curriculum is designed to prepare students with the educational fundamentals necessary for professional practice. The faculty is comprised of certified registered nurse anesthetists, anesthesiologists, physicians, advanced registered nurse practitioners in a variety of specialties, and doctoral-prepared scientists dedicated to produce nurse anesthetists who will provide safe, quality anesthetic care to our citizens in rural and underserved areas. During the program, students’ learning includes a nursing research and a statistics course. The Center for Advanced Learning and Simulation (CAMLs) helps students gain simulated experiences and prepare them for entry into their clinical practice. Through these simulated clinical experiences, first year CRNA students are introduced to the essentials of safe anesthesia practice, anesthesia equipment, the pre-anesthesia assessment of the patient, specific anesthesia management, and monitoring techniques.

After the first year (three semesters) and successful completion of all courses including methods of simulation in anesthesia, CRNA students enter the clinical residency component of the program. The clinical phase consists of 16 months of intensive and challenging cases and techniques in anesthesia. The clinical practice component prepares the student for practice in a variety of work settings, including rural and underserved populations. The clinical practice component requires a minimum of 550 clinical cases, including a variety of procedures, techniques, and specialty practice as set forth by the COA. Students are directly supervised, instructed, and counseled by CRNAs and anesthesiologists on a 1:1 or 1:2 ratio at all times while in the clinical environment.

Upon satisfactory completion of all didactic and clinical work, candidates are awarded the MS in Nurse Anesthesia degree from the University of South Florida. Graduates of the program are eligible to take the national qualifying certification exam administered by the National Board for Certification and Recertification of Nurse Anesthetists (NBCRNA). Upon successful completion of the national certifying exam the graduate will apply for licensure as an advanced registered nurse practitioner (ARNP) and a certified registered nurse anesthetist (CRNA) in Florida (licensure titling and requirements may vary by state). The practice-focused degree is intended to provide a solid clinical and academic foundation necessary to produce competent professional advanced nurse practitioners in the field of nurse anesthesia. This program also provides the option of continuing to receive a Doctorate of Nursing Practice (DNP) or a Doctor of Philosophy (PhD) on completion of the MS in Nurse Anesthesia degree.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.edu/pressroom/strategicplan.php>)

Strategic Goal(s) Item Supports:

The nurse anesthesia program is a rigorous, demanding academic program requiring high quality faculty, facilities, and resources. This strenuous, high-level program increases opportunities to advance the educational achievements of the citizens of the State of Florida, provides much needed workforce to Florida's healthcare facilities, particularly to those in rural and underserved areas, and addresses the economic need of students by providing opportunities for a rewarding career with significant salaries.

The CRNA program is fully aligned with and supports the State University System Planning Goals. Specifically, the program increases the number of degrees awarded in an existing critical needs Science, Technology, Engineering, and Mathematics (STEM) area. We expect this program to meet the goal of becoming an academic program with state, national, and international preeminence and one that increases degree productivity and program efficiency by including the return of adult students. Working closely with our VA partner hospitals and many community health providers this program will meet the goals of increasing and strengthening the quality and recognition of our commitment to community and business engagements. Further, because we primarily target students who are current residents of the State of Florida, this program attracts graduates who chose to remain in Florida after their education, thereby meeting the goal to increase Florida's community and business workforce.

This program will strengthen the quality and reputation of and innovation in teaching of education programs at the university. Faculty will contribute to the scholarly work related to practice initiatives in USF Health. In addition, this program will increase the number of degrees awarded with strategic emphasis and increase community and business workforce.

STATE UNIVERSITY SYSTEM GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES for a KNOWLEDGE ECONOMY
TEACHING & LEARNING (UNDERGRADUATE, GRADUATE, AND PROFESSIONAL EDUCATION)	<input checked="" type="checkbox"/> Strengthen Quality & Reputation of Academic Programs and Universities	<input checked="" type="checkbox"/> Increase Degree Productivity and Program Efficiency	<input checked="" type="checkbox"/> Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	<input checked="" type="checkbox"/> Strengthen Quality & Reputation of Scholarship, Research, and Innovation	<input type="checkbox"/> Increase Research and Commercialization Activity	<input type="checkbox"/> Increase Collaboration and External Support for Research Activity
COMMUNITY & BUSINESS ENGAGEMENT	<input checked="" type="checkbox"/> Strengthen Quality & Recognition of Commitment to Community and Business	<input checked="" type="checkbox"/> Increase Levels of Community and Business Engagement	<input checked="" type="checkbox"/> Increase Community and Business Workforce

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

1. *Critical Needs - Education and Health Professions:*

- The program creates well-educated and highly skilled nurse anesthesia practitioners and over 70% of graduates are successfully recruited and hired for their initial place of employment by the college's current, local clinical partners. This program, in combination with the success of the College of Nursing (CON) and its partnership with CAMLS, has become one of the premier nurse anesthesia programs in both the state and the nation. Student clinical placements are at local and regional hospitals, including several veterans' facilities, surgery centers, and pain management offices where we have forged meaningful relationships that continue to strengthen the community and improve the health of the citizens in the Tampa Bay area. Program faculty and world-class teaching sites have created stellar outcomes as graduates have a 100% national exam pass rate and find 100% job placement within three months of graduation at salaries over \$100,000.00.

2. *Economic Development – Regional Workforce Demand*

- According to the Florida Hospital Association Annual Nurse Staffing Survey (2012), there is a significant demand for all advanced registered nurse positions, including CRNAs. An expanded CRNA program at USF can alleviate shortages for the Tampa Bay region and the State of Florida while ensuring that we can also continue to graduate much needed ARNPs. Populations that would significantly benefit by graduates of an expanded

CRNA program would include rural and underserved populations in need of anesthesia services.

Florida Hospital Association (November 2012). DATABrief. Retrieved March 16, 2014 at www.fha.org/showDocument.aspx?f=RSC-WorkForce_DataBrief.pdf.

3. *STEM – and other Areas of Strategic Emphasis*

- Although not specifically identified as a traditional STEM program, the rigors of the nurse anesthesia curriculum matches and even surpasses that of most programs designated as such. The result of converting the current concentration into its own Masters' Program will not impact its rigorous and high level of degree productivity and program efficiency. Demand for advance practice nurse specialties, like nurse anesthetists, is predicted to offer some of the strongest career growth trajectories throughout the country. Seen as a cost-effective alternative to physicians while keeping the same high-quality standard of care to the job, CRNAs practice in every setting in which anesthesia is delivered: traditional hospital surgical suites and obstetrical delivery rooms; critical access hospitals; ambulatory surgical centers; the offices of dentists, podiatrists, ophthalmologists, plastic surgeons, and pain management specialists; and U.S. military, Public Health Services, and Department of Veterans Affairs healthcare facilities. CRNAs also provide vital services in rural and underserved areas that are unable to maintain physician anesthesiologists. There are approximately 47,000 CRNAs nationally and 3,500 in Florida (AANA & FANA Website).

American Association of Nurse Anesthetists (AANA). Retrieved March 16th, 2014 at www.aana.com.

Florida Association of Nurse Anesthetists (FANA). Retrieved March 16th, 2014 at www.fana.org.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

One major reason to move to Professional Based Tuition is the cost of simulation training. In March 2012, the University of South Florida opened the Center for Advanced Medical Learning and Simulation (CAMLs). To promote the highest quality of training, the USF College of Nursing moved the majority of its CRNA Program into this state-of-the-art facility. The Fall 2012 cohort was the first admitted class to receive their entire didactic and simulation training at CAMLS. Attachment 001 (CAMLs Fact Sheet) and Attachment 002 (CAMLs Brochure) illustrate that CAMLS has the adequate classroom, lab, and office space needed for training our annual cohort of 30 students. The MBT Auxiliary fund provides adequate funding for the costs of these resources at CAMLS including support personnel, simulation equipment, and cadavers. More information on CAMLS is at <http://caml-s.us.org/>.

Although the CRNA Program offers the majority of its classes at CAMLS in downtown Tampa, it remains flexible and continues to use the classroom, labs, and office space at the USF College of Nursing facility on the USF Tampa Campus regularly and as needed. Services provided through

the University are available to all CRNA students, which include but are not limited to counseling, health services, financial aid, tutoring, the library system, etc.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The University of South Florida is located in the Tampa Bay area, the second most populated metropolitan region in the state of Florida, and the 16th largest metro area in the U.S. The Tampa Bay area population is currently estimated to be greater than 4.3 million. With a 3.2 percent growth rate, Tampa Bay came in 16th out of 363 metro areas, according to a U.S. Conference of Mayors analysis. It is expected to grow 2.8 percent in 2014.

Hillsborough, Pinellas, Pasco, and Hernando Counties constitute the immediate Tampa Bay area. The three largest cities (>100,000) are Tampa (Hillsborough County), Clearwater and St. Petersburg (Pinellas County). Population estimates above include the Sarasota region (composed of eight counties). Despite the large urbanization of these two counties, both have several geographic areas with health provider shortage areas (HPSA) (Health Resources and Services Administration website).

HRSA (Health Resources and Services Administration). Retrieved March 16th, 2014 at www.hpsafind.hrsa.gov.

The rapid growth in the Tampa Bay area and throughout the state of Florida, coupled with high prevalence of chronic illnesses such as heart disease, cancer, diabetes, chronic respiratory disease, as well as unintentional injuries, and yearly increases in the birth of newborns, demonstrate an increased demand for nurse anesthetists prepared to provide anesthesia care to populations across the life span from diverse ethnic and racial backgrounds. According to the Florida Hospital Association Annual Nurse Staffing Survey (2012), the vacancy rate for ARNPs including CRNAs was 7.7%, second only to telemetry registered nurses (RN) from all nursing specialties. ARNP turnover rates were shown to be 10.6%, and length of time to fill vacant positions for ARNP and operating room nurses were among the highest. In 2012, 26% of hospitals required more than 90 days to fill a vacant ARNP position including CRNAs. (Florida Hospital Association, 2012). An expanded, adequately-funded, CRNA program at USF can alleviate the shortage for the Tampa Bay region and the State of Florida. Populations that would be served by graduates of an expanded CRNA program would include military, veterans, urban, as well as rural and underserved populations in need of anesthesia services.

Florida Hospital Association (November 2012). DATABrief. Retrieved March 16, 2014 at www.fha.org/showDocument.aspx?f=RSC-WorkForce_DataBrief.pdf.

In addition, the most recent release of job outlook from the United States Department of Labor, predicts a 31% increase in the need of nurse anesthetists and advanced practice nurses from today's, current employment numbers nationwide, the highest ranked of all professions. This growth is expected because of an increase in the demand for healthcare services, new healthcare legislation, an increased emphasis on preventative care, the attrition of baby-boom nurses still in the workforce, and the large, aging baby-boom population.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners, on the Internet at <http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioner.htm>

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

The demand for such a program can be measured, at least in part, by the number of qualified applicants who express interest in the current program. A survey was conducted by the college in 2007 with the undergraduate students to determine their interest in the CRNA program. This survey included all non-licensed and AS-RN (Associate of Science Registered Nurses) students. A total of 116 students completed the survey; of those 34% expressed an interest in our CRNA program and indicated a preference for attending a CRNA program at USF.

USF College of Nursing CRNA admission information for the last three years is listed below. Each year the number of applications continues to increase demonstrating an increased demand for the USF Nurse Anesthesia Program. Note that the average GPA for matriculated students also has continued to rise, evidencing increased level of competition and demand for the limited number of admissions.

CRNA 2012 Cohort Admission Information (Fall only)

Number of Qualified Applications: 91
 Number of Admitted Students: 29
 Number of Graduates: 28 (1 student moved to Cohort 2013)
 Average GPA: 3.567

CRNA 2013 Cohort Admission Information (Fall only)

Number of Qualified Applications: 97
 Number of Admitted Students: 31
 Number of Graduates: December 2015*
 Average GPA: 3.569

CRNA 2014 Cohort Admission Information (Fall only)

Number of Qualified Applications: 103
 Number of Admitted Students: 30
 Number of Graduates: December 2016*
 Average GPA: 3.70

*anticipated graduation dates

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

Institution	Location	Length of Program (in months)	Credit Hours
Adventist University of Health Sciences	Orlando	28	80
Barry University	Hollywood	28	54
Bay Medical Center	Panama City	28	95
Florida Gulf Coast University	Fort Myers	28	81
Florida International University	Miami	28	71
University of Miami	Coral Gables	28	100
University of North Florida	Jacksonville	28	95
University of South Florida*	Tampa	28	72
Wolford College	Naples	28	72
* current concentration and proposed program			

There are a total of nine nurse anesthesia concentrations/programs in the entire state of Florida. The USF Nurse Anesthesia program is one of only four nurse anesthesia programs that are currently available through the State University System, and the only one located in the Tampa Bay area. The other three state universities that have a nurse anesthesia program are University of North Florida, Florida International University, and Florida Gulf Coast University. The other five nurse anesthesia programs in Florida are located at private institutions (Barry University, Wolford College, Adventist University of Health Sciences, Gooding Institute of Nurse Anesthesia, and University of Miami). All nine of these programs have coexisted for more than 7 years, and there remains a local and national need for more CRNAs.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

Enrollment projections shown in Table 1 of Appendix A reflect current trends in the existing

concentration where students are geographically bound to the Tampa Bay area and Florida. We expect approximately 80% of the recruited students to be baccalaureate prepared from USF or other Florida institutions and 20% from out of state. We do not expect any students within USF to change majors to enroll in the proposed program.

The projected annual enrollment is 30 nurse anesthesia students per year. The COA limits the number of admitted students to no more than 30 each year under stringent accreditation guidelines. One student produces approximately 2.25 FTE over the life of the program (72/32).

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

The University of South Florida, College of Nursing continually develops strategic initiatives for the recruitment and retention of diverse individuals into the health professions. In cooperation with the College's Media & Communications Department, recruitment and college informational materials have been revised to indicate the diversity reflective of the Tampa Bay area, the State of Florida, and the University's international student pool. Recruitment strategies in the local, regional, and national arenas targeting minority and disadvantaged prospective students have been initiated at specific professional venues, such as the Black Nurses Annual Institute and Conference, The Southern Nursing Research Society, and the Florida chapter of the Hispanic Nurses Association. The College also utilizes faculty's attendance at state and national conferences to disseminate materials, reflective of diversity, in the recruitment of under-represented students. Admissions and academic advisors have presented opportunities in professional nursing education to members of the National Council of Negro Women, Latin American Student Organization, and other local/regional conferences that might provide opportunities to engage diverse prospective students.

USF maintains a presence in the community by presenting advanced educational opportunities to registered nurses at educational and career fairs held at local health care facilities throughout the Tampa Bay region. A designated Diversity Committee was created to promote and enhance a culturally and ethnically diverse student body, faculty, staff, and environment. The mission of the Diversity Committee is to foster an inclusive environment for students, faculty, and staff, and the community that includes mutual dignity and respect without regard to race, gender, age, national origin, ethnic background, disability, religion, education, sexual orientation, politics, social class, health status, or culture. The committee is integral in presenting educational and social events that promote and celebrate diversity among faculty, students, and staff.

For the years 2009-2014, the college increased efforts in the recruitment of under-represented and diverse students by using opportunities on the USF campus and throughout the Tampa Bay community, such as USF's Stampede to Success. This event is an open house event for high school students and their families that focus on underserved students. We also partnered in many activities in USF Health college's diversity offices and the USF Area Health Education Center (AHEC) to focus on recruiting additional minority and disadvantaged students to health careers.

The USF Nurse Anesthesia program has been granted an HRSA Nurse Anesthesia Traineeship Award the last seven years that provides economically and educationally disadvantaged students with opportunities to pursue challenging, rewarding careers in nurse anesthesia. Details of how the Nurse Anesthesia Traineeship has benefited the USF Nurse Anesthesia program can be evidenced through the admission of diverse individuals and through the employment of CRNAs to facilities that service medically underserved communities. The details for the last two cohorts who received this funding are described below.

	Cohort 2012	Cohort 2013	Cohort 2014
Number of Students enrolled	29	31	30
Attrition	1	1	0
Caucasian	21	24	21
Hispanic	4	3	6
American Indian	1	0	0
Asian	1	0	1
African American	0	2	2
Not reported	1	1	0
Male	6	10	9
Female	22	20	21

The USF Nurse Anesthesia program continues to recruit diverse populations through regular informational sessions and an annual open house. Additionally, college faculty and advisors attend numerous recruiting events and regularly market educational programs as well as faculty positions at exhibitor booths at regional and national conferences. We review student application, admission, enrollment, and graduation performance data every semester and conduct annual program reviews. Program leadership, faculty, and advisors regularly monitor student enrollment and performance. The Student Affairs Committee actively engages advisors, students, and faculty to assist those students experiencing difficulty to develop highly individualized enrichment plans to assist student program completion. Academic support and mentoring students of all backgrounds is available through both the nursing program and university resource offices.

As this concentration has been in existence since 2006, recruitment efforts of diverse students have no negative impact on any of the other SUS sister colleges.

**Signature of Equal Opportunity
Officer**

Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program**

through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors’ approval, if appropriate.

Because the USF College of Nursing previously received approval to offer an MBT rate for CRNA in 2011 with a subsequent setup of an Auxiliary account, there will be no offset of funding from the college’s current Education & General funds in support of this new degree program. In addition, because students already pay the MBT rate, and the current Auxiliary carries enough funds to support all expenses, the new MS program will not require any start-up costs. As the proposed MS in Nurse Anesthesia will replace the existing MBT concentration, the entirety of the base budget for the current MBT concentration will be reallocated to the new proposed program.

The financial model moving forward with the new degree program will be for a “professional tuition model” under BOG regulation 7.001 (4) which is designed to have expenses and revenues match. With the MBT concentration already in place we have been able to accurately project the expenses necessary to support this program and plan to continue with a set number of 30 students for each cohort each fall. As the program is fully operational, the expected revenues of the proposed program is estimated at \$1.45M which will be utilized for costs that already exist. Salaries and benefits for faculty (whose salaries are 40-50% higher than that of other nursing faculty) and staff are \$996,000; OPS funds are \$40,000, non-salary expense is \$315,000 for simulation training at CAMLS and supplies; capital is estimated at \$100,000 per year. The OPS, non-salary, and capital funds will fluctuate to consider high-fidelity equipment purchases as needed, but all expenditures are tailored to achieve robust program outcomes as deemed necessary by program administrators.

The existing program costs and continuation of the CRNA is dependent on the establishment of a professional tuition model rate of \$57,600, including all fees. This rate under the proposed Professional Tuition model would remain the same as the current MBT Rate.

State University Nurse Anesthesia Programs

Report Date:
03/18/14

Notes: 51.3801 = Nursing Bachelors (B) and Masters (M) 51.3804 = Nurse Anesthesia market based proposed	Program Costs are based on 2013/14 tuition and fees.
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Florida University	CIP	Program or Concentration		Tuition only		Fees		Other Fees		Total Program Cost		
		Program	Concentration	FL Resident	Non-Resident	FL Resident	Non-Resident	Fee	Desc	Credit hrs	In-State	Out-of-State
University of North Florida	51.3801 (M)		X	\$ 435.82	\$ 1,016.74	\$ 87.59	\$ 116.63	\$ 2,000.00	per term (7)	95	\$ 63,723.95	\$ 121,670.15
Florida Gulf Coast University	51.3804 (M in NA)	X		\$ 290.60	\$ 1,173.73	\$ 82.78	\$ 126.93	\$ 1,500.00	per term (7)	81	\$ 40,743.78	\$ 115,853.46
Florida International University	51.3801 (M)		X	\$ 645.82	\$ 1,125.90	\$ 100.31	\$ 124.31	\$ 2,809.00	practicum course fee (7)	71	\$ 55,784.23	\$ 91,573.91
University of South Florida (current)	51.3801 (M)		X	\$ 800.00	\$ 800.00	\$ -	\$ -	\$ -	None	72	\$ 57,600.00	\$ 57,600.00
University of South Florida (proposed)	51.3804 (M in NA)	X		\$ 800.00	\$ 800.00	\$ -	\$ -	\$ -	None	72	\$ 57,600.00	\$ 57,600.00
Sources: individual university/college websites												

Notes: UNF will admit final BSN-MSN students in fall 2014; curriculum moving to BSN-DNP; updates to CH and costs pending.

Participation in a cost recovery model of tuition for this program is critical for its success and the college anticipates a seamless transition between the market tuition model and professional tuition model seeing that the cost per credit hour would remain constant.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

Since this concentration already exists under a current Masters Degree Program in the college and using the MBT Rate, it is fully operational on its own self-funded mechanism. No existing concentrations or programs of the college are financially impacted; activities of this program have no impact on any undergraduate program at the university.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

There are three courses that the USF nurse anesthesia students take with other graduate level nursing students in the College of Nursing on the USF Tampa Campus. Those courses are NGR 6002C Advanced Health Assessment across the Lifespan, NGR 7848 Fundamentals of Statistics for Clinicians, and NGR 6803 Research and Evidence Based Practice. Since the concentration already exists, the change to a stand-alone Masters' Program does not place undue or unanticipated burden on faculty of this or any other nursing concentration or program.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

The college has received external traineeship funding for students from HRSA for the past 7 years. Funding has increased yearly, and the college intends to re-apply each subsequent year. We are confident that funds of this nature will continue to be available due to healthcare needs of the region and the nation. The college's research office seeks out other external funding mechanisms in support of this specialty and the college's development officer continues to explore other student financial support from private foundations and individuals. CRNA students are included in all nursing scholarship opportunities and regularly receive college-based scholarships.

This program utilizes advanced equipment and simulators at the CAMLS site for a nominal fee each semester. To duplicate the types and levels of equipment found at CAMLS in the college nursing skills laboratory would be cost-prohibitive and space restrictive.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

There have already been considerable benefits to the USF College of Nursing, USF Health and the University of South Florida since initiation of the CRNA program. This program supports many of the strategic goals of both the State and USF to increase the number of graduates in high workforce demand fields. Further, this program contributes to increasing the levels of community and business engagement and broadens our partnerships and commitments to numerous healthcare facilities in the Tampa Bay area and the State. Since 2008 (the first graduating class), the college has graduated 103 students from this concentration (in the years 2006-2011 only 10-15 students were enrolled each fall).

Nurse anesthetists are ideal candidates to address both the short-term and long-term needs of the nation’s and state’s health care needs, and this program increases the number of licensed medical providers in Florida enabling improved access to quality medical care for its citizens.

The greater majority of CRNA students are Florida residents, and over 90% of graduates continue to practice, post-graduation, in the state. Increased numbers of highly-skilled healthcare workers contributes to a more stable economy for our state.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)**

Not applicable.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will

be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not applicable.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not applicable.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

The USF Mission seeks to develop graduates for 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities for mutual benefit.

The CRNA program is designed to meet the SUS and USF goal to increase the number of graduates in high workforce demand fields – particularly STEM Health disciplines. Further, this program

directly contributes to increasing the level of community and business engagement with a focus on Florida.

With the inclusion of curriculum that addresses the needs of active military and returning veterans and their families, USF fully expects this program to meet and exceed the goal of becoming an academic program with state and national preeminence. The CRNA program enables returning adult students to further their personal career growth through degree productivity and program efficiency. The CRNA program collaborates with our partners, such as the local VA hospitals and many community health providers to provide excellent internship and clinical experiences, thus, we increase and strengthen the quality and recognition of a commitment to community and business engagements. USF is committed to specifically target students who are current residents of the State of Florida. The CRNA program is likely to create graduates who chose to remain in Florida after their education, thereby meeting the goal of a better educated health workforce.

The following delineates alignment between USF's Strategic Plan Goals, the USF College of Nursing's Goals, the USF College of Nursing's Master's Program Goals (the standard for the existing CRNA concentration), and the Proposed USF MS in Nurse Anesthesia Program Goals. Furthermore, the Program Goals are compared to the two accrediting bodies responsible for accreditation, American Association of Colleges of Nursing (AACN) Essentials of Masters Education and the COA for Nurse Anesthesia Educational Programs Standards.

DRAFT

USF	SUS	College of Nursing	Masters Goals	CRNA Goals Proposed	DNP Goals
Goal One: Academic Excellence, Student Access, and Student Success	<p>Teaching and Learning: Strengthen Quality and Reputation of Academic Programs and Universities</p> <p>Increase the number of degrees awarded in STEM and Other Areas of Strategic Emphasis</p>	<p>Goal 1: Improve the health of individuals, families and communities through creative educational, research, and clinical practice initiatives regionally and globally.</p> <p>(Practice)</p>	<p>I, III, IV, V, VIII, IX*/4, 5, 7, 8, 9**</p> <p>Prepare graduates:</p> <ul style="list-style-type: none"> for advanced practice with diverse populations at the individual, family, and community level to use patient-care and communication technologies to enhance and coordinate the delivery of high quality, culturally appropriate care to translate and integrate research outcomes, resolve problems, and disseminate results in the educational and clinical practice settings 	<p>I, III, IV, V, VIII, IX*/COA Standard III***</p> <p>Prepare graduates:</p> <ul style="list-style-type: none"> for advanced practice with diverse populations at the individual, family, and community level to use patient-care and communication technologies to enhance and coordinate the delivery of high quality, culturally appropriate care to translate and integrate research outcomes, resolve problems, and disseminate results in the educational and clinical practice settings 	<p>IV, VII, VIII*/4, 7, 8, 9**</p> <p>Prepare graduates:</p> <ul style="list-style-type: none"> for practice at the most advanced level in a focused area of nursing practice to use information systems and technology to optimize the delivery of health care to apply knowledge of the cultural and socioeconomic dimensions of health to prevent disease and promote health for individuals, families, and populations

	<p>Community and Business Engagement Increase community and Business Workforce</p>	<p>Goal 2: Provide state, national and global leadership in nursing and inter-professional initiatives</p>	<p>II, VI, VII, IX/2, 3, 6, 7 Prepare graduates:</p> <ul style="list-style-type: none"> to utilize organizational and systems leadership skills in the promotion of culturally responsive, high quality and safe patient care to analyze and intervene at the system level through the policy development process to understand health professions' scope of practice employing collaborative strategies to design, coordinate, and evaluate care 	<p>II, VI, VII, IX/COA Standard III Prepare graduates:</p> <ul style="list-style-type: none"> to utilize organizational and systems leadership skills in the promotion of culturally responsive, high quality and safe patient care to analyze and intervene at the system level through the policy development process to understand health professions' scope of practice employing collaborative strategies to design, coordinate, and evaluate care 	<p>II, V, VI/2, 3, 6,7 Prepare graduates</p> <ul style="list-style-type: none"> to lead sustainable organizational and health system level changes to improve health care delivery and health outcomes to engage in the development and implementation of health policies to promote health care access, quality, safety, and cost-effectiveness for individuals, families, communities, and populations
		<p>Goal 3: Ensure academic and professional student success with rigorous educational programs and services addressing the needs of today's diverse learners.</p>	<p>All/All Prepare graduates</p> <ul style="list-style-type: none"> to develop a more extensive and in-depth understanding of current and evolving practice issues, inter-professional and collaborative practice models, innovative health care strategies, nursing, and the 	<p>All/COA Standard III Prepare graduates</p> <ul style="list-style-type: none"> to develop a more extensive and in-depth understanding of current and evolving practice issues, inter-professional and collaborative practice models, innovative health care strategies, nursing, and the related sciences; and in turn how to integrate this knowledge into education and practice 	<p>All/All Prepare graduates</p> <ul style="list-style-type: none"> to direct and develop new and innovative strategies to address current and evolving practice issues in an increasingly complex health care environment

			related sciences; and in turn how to integrate this knowledge into education and practice		
Goal Two: Impactful Research, Economic Leadership and Community Engagement	Scholarship, Research, Innovation: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation	Goal 4: Establish and sustain research programs, including Centers of Excellence, addressing critical health needs of society.	IV, V, IX/1, 4, 5, 7, 9 Prepare graduates <ul style="list-style-type: none"> to critique, advocate, and integrate the knowledge created by researchers, translationalists, and theoretical scholars to use data from technology systems to evaluate and enhance health care delivery 	IV, V, IX/COA Standard III Prepare graduates <ul style="list-style-type: none"> to critique, advocate, and integrate the knowledge created by researchers, translationalists, and theoretical scholars to use data from technology systems to evaluate and enhance health care delivery 	I, III, IV, VII/1, 4, 5, 7, 9 Prepare graduates <ul style="list-style-type: none"> to critically appraise, synthesize, apply, and translate the knowledge created by researchers and theoretical scholars to improve health care quality and safety to use practice information systems and databases to support and inform decision making, improvement efforts, and the evaluation of health outcomes for individuals, families and populations
<p>*Essentials are in Roman Numbers **The National Organization of Nurse Practitioner Faculty (NONPF) competency numbers have been assigned based on the order of their presentation/ appearance in the source document to facilitate achievement of the goals of this exercise (i.e., they are not numbered on the source document). *** Council on Accreditation (COA) Standards for Accreditation of Nurse Anesthesia Educational Programs.</p>					

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The CRNA program builds upon the already strong foundations of the nursing, medical, pharmacy, and physical therapy curriculums to provide the most advanced and focused nurse anesthesia education possible. Our curriculum responds to the need for increasing access to primary care providers and leverages USF Health's unique opportunity to use simulation for training in technical and procedural-based specialties. Students are educated side-by-side with nursing, medical, physical therapy, pharmacy, and other health care students to develop inter-professional collaboration and communication skills enabling them to become health care providers for the next generation. Our affiliations with Tampa General Hospital, two VA hospitals (James A. Haley and Bay Pines) and our new partnership with Sarasota Memorial Hospital (the second largest acute care public hospital in Florida and among the 20th largest public hospital in the U.S.) provide prolific clinical rotation opportunities for these students.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

In consultation with the university Provost and USF Health Leadership, it was determined that the college could not support an MBT model of delivery for the CRNA concentration. Several meetings revealed that the only option available would be to pursue converting the existing concentration into a stand-alone Master's Program under its own CIP code with a corresponding tuition rate under the professional tuition model. The college began developing the program proposal and secured the necessary support, approvals, sign-offs, and votes via internal and external parties.

Planning Process

Date	Participants	Planning Activity
December 2012 – April 2013	Wilcox, Richarde, Morrison-Beedy, Koehler, Phillips	Conducted initial meetings for program feasibility
April 3, 2014	Klasko, Morrison-Beedy, Peterson, Sneed, Monroe, Quillen	Discussion of options to convert existing concentration into stand-alone Master's Program and Professional Tuition at USF Health Leadership Meetings

Events Leading to Implementation

Date	Implementation Activity
July 2013	Program discussion and review of process – college senior leadership team. Dean Morrison-Beedy; Associate Deans D'Aoust, Munro, Visovsky; Chief Operating Officer Phillips
August 2013	Initial Program presentation during Opening Days to full college, including Faculty Council

October 2013 – February 2015	Program planning and development – meetings. CRNA New Degree Workgroup of Associate Dean D’Aoust, Assistant Dean Graves, Director of Evaluation Redding, CRNA Concentration Directors Rauch and Perry, CRNA Concentration Assistant Director, Canale; Chief Operating Officer Phillips
February 2014	Initial discussion with CON Curriculum Committee and CON Masters Committee
March – April 2014	The college notifies the COA via telephone and in writing of its intent to request a stand-alone CIP degree code and corresponding professional tuition.
May 2014	The college hosts Open Forums for faculty, staff, and communities of interest to review first draft.
June 2014	CON Masters Committee reviews and approves first draft.
August 2014	College Dean announces this as one of the college’s priorities for the 2015/16 AY during College Opening Days.
October 2014	Members of Program Planning Workgroup attend Mandatory New Program Training.
February 2015	CON Masters Committee approves final.
March 2015	CON Faculty Council approves final.
March 2015	CON submits final to USF Graduate Studies.
Pending	Academic Planning and Policy Coordinators Committee (APPCC) and Academics and Campus Environment Advisory Council (ACEAC) review
Pending	Academics and Campus Environment (ACE) review
Pending	Board of Trustees review
Pending	Board of Governors review
Pending	Full Program Implementation (anticipated as Fall 2015)

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The USF College of Nursing CRNA concentration was fully accredited by the COA of Nurse Anesthetists in 2006. It has since received a full 10-year accreditation from the COA in 2011. The Masters’ program within the USF College of Nursing, including the current CRNA concentration, is accredited by the Commission on Collegiate Nursing Education (CCNE) and the Southern Association of Colleges and Schools (SACS).

The college follows university graduate studies’ policies and processes to approve all curriculum program plans and has a robust Faculty Governance and Faculty Council who oversees these processes.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the

proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Successful graduates of the USF MS in Nurse Anesthesia fulfill the following objectives:

1. Synthesize knowledge and apply scientific and scholarly inquiry, analytical reasoning and sound decision making in the delivery of evidence based anesthesia care to patients.
2. Assume the role of an advance nurse practitioner in the field of anesthesia as a CRNA. Engage in anesthesia practice to the fullest extent within the limitations of state statutes and practice setting philosophy. This includes strict adherence to the AANA scopes and standards for nurse anesthesia practice.
3. Demonstrate effective communication in a written and oral format in a collaborative health care setting.
4. Apply critically appraised evidence-based research for the promotion of superior health outcomes for the community.
5. Develop as an active professional in the support of nursing at the state and national level.
6. Incorporate those moral principles that guide universal practice in advanced practice nursing and anesthesia.
7. Exhibit leadership for the improvement of health care and advance the practice of nursing.
8. Demonstrate advanced knowledge and competence in nurse anesthesia practice in various anesthesia delivery settings for patients of all acuity levels.
9. Implement physiologically sound anesthesia techniques/plans specific to patient physical classification status, age and co-morbidities.

B. Describe the admission standards and graduation requirements for the program.

A. Admission Standards

Applicants must meet the following criteria to be considered for admission to the program:

1. Application to University South Florida Graduate Studies.
2. A Bachelor of Science with a concentration in Nursing from a regionally accredited program. A cumulative grade point average (GPA) of 3.0 or better (based on a 4.0 system); recommended science GPA of 3.0.
3. Required undergraduate coursework includes:

Courses	Credits
Pathophysiology**	3
Pharmacology**	3
Anatomy and Physiology	6

Courses	Credits
Health Assessment	3
Chemistry	3
Statistics	3

****USF RN-BSN Pathophysiology and Pharmacology Update Course (3 credits) meets the Pathophysiology and Pharmacology Requirement.**

4. To be competitive for admission, the above undergraduate coursework should be at least 3 credit hours in length with a grade of B or better. If prerequisite science coursework is greater than ten years old, repeating or supplementing with a refresher course at the undergraduate level is highly recommended.
5. Graduate Record Examination (GRE) taken within five years of application. Minimum GRE score of 1000 (old GRE scoring method), 297 (current method), and 4.0 analytical.
6. Curriculum Vitae or resume.
7. A minimum of two current years of experience as an RN in an aggressive adult, pediatric, and/or neonatal Intensive Care Unit (ICU) must be complete prior to matriculation into the program.

“A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (such as pulmonary artery catheter, CVP, arterial); cardiac assist devices; mechanical ventilation; and vasoactive infusions. Examples of critical care units may include but are not limited to: Surgical Intensive Care, Cardiothoracic Intensive care, Coronary Intensive Care, Medical Intensive Care, Pediatric Intensive Care, and Neonatal Intensive Care. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.” - Council on Accreditation of Nurse Anesthesia Programs.

8. Unrestricted Registered Nursing license to practice in the United States at the time of application. A Florida license will be required prior to the start of the clinical phase.
9. Current Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) Certifications (must be maintained while in program). Certified Rehabilitation Registered Nurse (CCRN) and Pediatric Advanced Life Support (PALS) is also highly recommended.
10. Three favorable evaluations or recommendations. The recommendations should include one from each of the following sources:
 1. Current clinical supervisor evaluating clinical competence.
 2. Academic faculty member familiar with your academic performance and potential for graduate level coursework.
 3. CRNA, Anesthesiologist, or RN who can evaluate your potential as an anesthesia provider.
11. Goal statement.
12. A successful personal interview with the CRNA Program Panel is required.
13. Statement of good physical, mental and emotional health to be verbally provided during interview.
14. International students whose native language is not English must demonstrate proficiency in the English language. A Test of English as a Foreign Language (TOEFL) composite score of 550 for the paper test or 213 for the computer-based test is strongly recommended for admission to the graduate program.

B. Graduation Criteria

A student is eligible to take the certification examination administered by the NBCRNA only after they meet all graduation criteria. Students are expected to complete all graduation requirements in the 28 months allotted to the program. The college reserves the right to extend the program if a

student does not complete the required clinical, casework, academic coursework or detailed documentation of clinical activity. The program will affirm that graduates have acquired knowledge, skills and competencies in patient safety, perianesthetic management, critical thinking, communication, and the professional role.

Patient safety is demonstrated by the ability of the graduate to:

1. Be vigilant in the delivery of patient care.
2. Protect patients from iatrogenic complications.
3. Participate in the positioning of patients to prevent injury.
4. Conduct a comprehensive and appropriate equipment check.
5. Utilize standard precautions and appropriate infection control measures.

Individualized perianesthetic management is demonstrated by the ability of the graduate to:

1. Provide care throughout the perianesthetic continuum.
2. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
3. Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
4. Provide anesthesia services to all patients, including trauma and emergency cases.
5. Administer and manage a variety of regional anesthetics.
6. Function as a resource person for airway and ventilatory management of patients.
7. Possess current advanced cardiac life support (ACLS) recognition.
8. Possess current pediatric advanced life support (PALS) recognition.
9. Deliver culturally competent perianesthetic care throughout the anesthesia experience.

Critical thinking is demonstrated by the graduate's ability to:

1. Apply theory to practice in decision-making and problem solving.
2. Provide nurse anesthesia care based on sound principles and research evidence.
3. Perform a pre-anesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.
4. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
5. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
6. Calculate, initiate, and manage fluid and blood component therapy.
7. Recognize and appropriately respond to anesthetic complications that occur during the perianesthetic period.
8. Pass the Council on Certification of Nurse Anesthetists' (CCNA) certification examination in accordance with CCNA policies and procedures.

Communication skills are demonstrated by the graduate's ability to:

1. Effectively communicate with all individuals influencing patient care.
2. Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.

Professional role is demonstrated by the graduate's ability to:

1. Participate in activities that improve anesthesia care.
2. Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice.
3. Interact on a professional level with integrity.
4. Teach others.

5. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The CRNA Master's concentration was developed in accordance with the standards established by the COA. The program is a full-time program of study which requires seven semesters of study (72 credit hours). The first year is the didactic phase and consists of three semesters of full-time study taught by health science faculty. The basic structure of the curriculum can be described as "front loaded" in that students complete the majority of core curriculum before proceeding to the clinical rotations in the second year. The curriculum design prepares students with the educational fundamentals necessary for professional practice. The faculty is comprised of certified registered nurse anesthetists, anesthesiologists, physicians, advanced registered nurse practitioners in a variety of specialties, and doctoral-prepared scientists dedicated to educate nurse anesthetists who provide safe, quality anesthetic care to urban, military and veteran, suburban, and rural and underserved regions. During the program, students demonstrate the skills needed to critically evaluate new evidence-based practice information available from professional consensus statements and research findings. The Center for Advanced Learning and Simulation (CAMLs) helps students gain experience and prepares them for entry into clinical practice. Through these simulated clinical experiences, first year CRNA students are introduced to the essentials of safe anesthesia practice, anesthesia equipment, the pre-anesthesia assessment of the patient, specific anesthesia management, and monitoring techniques.

After the first year (three semesters) and successful completion of all courses including methods of simulation in anesthesia, CRNA students enter the clinical residency component of the program. The clinical phase consists of 16 months of intensive, challenging cases and techniques in anesthesia. The clinical practice component prepares students for the practice in a variety of work settings, including in rural and underserved populations. The clinical practice component requires a minimum of 550 clinical cases, including a variety of procedures, techniques, and specialty practice as set forth by the COA. Students are directly supervised, instructed, and counseled by CRNAs or anesthesiologists on a 1:1 or 1:2 ratio at all times while in the clinical environment. The program has intentionally selected clinical sites that are designated HPSA sites in an effort to familiarize students to these facilities. It is our plan that these facilities will have a positive impact on students as future employment sites through training, interaction, and potential recruitment.

Upon satisfactory completion of all didactic and clinical work, candidates are awarded the Master of Science Degree from the University of South Florida. Graduates of the program are eligible to take the national qualifying certification exam administered by the NBCRNA. Upon successful completion of the national certifying exam the graduate applies for licensure as an ARNP in the State of Florida (licensure titling and requirements may vary by state).

The program meets the criteria set forth by both the CCNE and the COA for Nurse Anesthesia Educational Programs. The new MS in Nurse Anesthesia will continue the successful curriculum that has already been set forth in the current Masters of Science Program with a concentration in Nurse Anesthesia established by the USF College of Nursing. This curriculum also allows the

possibility of a seamless transition into the existing DNP Program within the USF College of Nursing.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The curriculum for the MS in Nurse Anesthesia Program is as follows:

**Nurse Anesthesia Nurse Practitioner Program
Full-Time Program Plan**

Course Number	Course Name	Credit Hours	Term Offered	Term Planned
Semester One				
NGR 6440L	Nurse Anesthesia Simulation Lab I	2	FA	FA
NGR 6002C	Advanced Health Assessment Across the Lifespan	4	FA	FA
NGR 6404	Anatomy and Physiology for Nurse Anesthesia	3	FA	FA
NGR 6400	Chemistry, Biochemistry, and Physics for Nurse Anesthesia	3	FA	FA
NGR 6460	Pharmacology for Nurse Anesthesia I	3	FA	FA
Semester Two				
NGR 6152	Physiology and Advanced Pathophysiology	4	SP	SP
NGR 6157	Pharmacology and Physiology for Nurse Anesthetists II	5	SP	SP
NGR 6424	Principles for Nurse Anesthesia	3	SP	SP
NGR 6441L	Nurse Anesthesia Simulation Lab II	2	SP	SP
Semester Three				
NGR 6422	Principles of Nurse Anesthesia Throughout the Life Span	3	SU	SU alt
NGR 7848	Fundamentals of Statistics for Clinicians	3	SU	SU alt
NGR 6442L	Nurse Anesthesia Simulation Lab III	2	SU	SU alt
NGR 6420	Foundations and Methods of Nurse Anesthesia Practice	4	SU	SU alt
Semester Four				
NGR 6423	Principles for Cardiothoracic Nurse Anesthesia	3	FA	FA
NGR 6431	Nurse Anesthesia Clinical Residency I	4	FA	FA
NGR 6803	Research and Evidence Based Practice	3	FA	FA
NGR 6929	Clinical Correlational Conferences	1	FA	FA
Semester Five				

NGR 6432	Nurse Anesthesia Clinical Residency II	4	SP	SP
NGR 6929	Clinical Correlational Conferences	1	SP	SP
NGR 6492	Nurse Anesthesia Role Development	3	SP	SP
Semester Six				
NGR 6433	Nurse Anesthesia Clinical Residency III	4	SU	SU alt
NGR 6929	Clinical Correlation Conferences	1	SU	SU alt
Semester Seven				
NGR 6434	Nurse Anesthesia Clinical Residency IV	4	FA	FA
NGR 6929	Clinical Correlational Conferences	1	FA	FA
NGR 6491	Nurse Anesthesia Practice Comprehensive	2	FA	FA
USF Requirement	Oral Boards Comprehensive Examination			
	Clinical Hours			
Total Program Credits		72		

E. Provide a one- or two-sentence description of each required or elective course.

NGR 6002C: Advanced Health Assessment Across the Lifespan (4)

An advanced history and physical examination course designed to increase competency in obtaining and recording health histories; in performing and recording physical examinations; and in symptom analysis for developing a differential diagnosis.

NGR 6152: Physiology and Advanced Pathophysiology (4)

This course examines latest research findings in the foundational sciences of human physiology (cellular biology, cellular physiology, immunology and genetics) related to the major body systems. These findings will then be applied to mechanisms important in disease pathogenesis, pathophysiology, and clinical manifestations in selected disease states across the life span.

NGR 6157: Pharmacology and Physiology for Nurse Anesthetists II (5)

An integrative approach for nurse anesthetist students to advanced principles of pharmacology and human physiology across the lifespan with an emphasis on understanding the effects of anesthesia on the individual human organs systems.

NGR 6400: Chemistry, Biochemistry, and Physics for Nurse Anesthesia (3)

This course examines the laws and principles of inorganic chemistry, organic chemistry and physics as they apply to pharmacology and the clinical practice of nurse anesthesia.

NGR 6404: Anatomy and Physiology for Nurse Anesthesia (3)

Applied physiological topics that are of direct importance in comprehension and delivery of anesthesia. In depth anatomical review and physiological concerns related to pulmonary, cardiac, musculoskeletal, gastrointestinal, and oncology will be addressed as it relates to management of anesthesia.

NGR 6420: Foundations and Methods of Nurse Anesthesia Practice (4)

This course focuses on the fundamentals of nurse anesthesia practice and techniques. This course also focuses on the development of didactic knowledge and core technical skills required of students seeking an advanced practice degree in the nurse anesthesia concentration. This course provides simulated learning experiences in a wide range of options including web-based simulation, computer-based simulation, manikin-based technologies including but not limited to task trainers, low-fidelity, and high-fidelity manikin-based technologies. The simulated learning experiences are intended to bridge didactic learning with safe and effective patient care delivery.

NGR 6422: Principles of Nurse Anesthesia Throughout the Life Span (3)

This course emphasizes the considerations of nurse anesthesia practice, principles, and techniques for the obstetrical, pediatric, and geriatric patients.

NGR 6423: Principles for Cardiothoracic Nurse Anesthesia (3)

This course examines basic physiology, pathophysiology, and anesthetic management of the cardiac, thoracic, ophthalmic, ENT, endocrine, and hepatic systems with emphasis on anesthetic implications and management. Non-cardiothoracic surgery in patients with cardiothoracic pathology will also be examined.

NGR 6424: Principles for Nurse Anesthesia (3)

Physiology, pathophysiology, anesthetic management, and evaluation of orthopedic, neurologic, urologic, and renal systems with emphasis on anesthetic implications and anesthesia management for surgery. Understanding of the anesthetic implications of the trauma/spinal cord injury patient. There will also be an emphasis on peripheral nerve blocks, pain management/office-based anesthesia, and laparoscopic surgery.

NGR 6431: Nurse Anesthesia Clinical Residency I (4)

This course focuses on clinical application of didactic material from the nurse anesthesia curriculum through beginning level practice in the role of a nurse anesthetist.

NGR 6432: Nurse Anesthesia Clinical Residency II (4)

This course focuses on clinical application of didactic material from the nurse anesthesia curriculum through novice level practice in the role of a nurse anesthetist.

NGR 6433: Nurse Anesthesia Clinical Residency III (4)

This course focuses on clinical application of didactic material from the nurse anesthesia curriculum through intermediate level practice in the role of a nurse anesthetist.

NGR 6434: Nurse Anesthesia Clinical Residency IV (4)

This course focuses on clinical application of didactic material from the nurse anesthesia curriculum through an advanced level of practice in the role of a nurse anesthetist.

NGR 6440L: Nurse Anesthesia Simulation Lab I (2)

This course provides an introduction to basic anesthesia skills and procedures allowing hands-on practice and return demonstration of techniques prior to advancement into clinical practice setting. A key emphasis is placed on skills commonly performed on the first day of practice in the nurse anesthesia profession with an emphasis on airway management, drug preparation, and equipment safety.

NGR 6441L: Nurse Anesthesia Simulation Lab II (2)

This course is designed for the intermediate level nurse anesthesia student. Course objectives are designed to ensure competency in basic skills and introduce more advanced concepts and skills required of the nurse anesthetist. Hands-on practice and return demonstration of techniques will be required prior to advancement into Clinical Residency II and/or Simulation Lab II. Key emphasis will be placed on the intraoperative management of general surgery cases, performance of skills commonly performed by the junior student with an emphasis on difficult airway management, drug preparation, induction/maintenance/& emergence from anesthesia, emergency management, and equipment safety.

NGR 6442L: Nurse Anesthesia Simulation Lab III (2)

This course will provide exposure to simulated learning experiences intended to bridge didactic learning with hands on practice of advanced skills. Course objectives will focus on the fundamentals of nurse anesthesia practice and techniques prior to advancement into full time clinical to better ensure safe and effective patient care delivery. Learning experiences will be provided in a wide variety of options including web-based simulation, computer-based simulation, and manikin-based technologies including low-fidelity and high-fidelity task trainers. Successful completion of NGR6496L will be required prior to enrollment in the course. Hands-on practice and return demonstration of techniques will be required prior to advancement into Clinical Residency I.

NGR 6460: Pharmacology for Nurse Anesthesia I (3)

This course focuses on the pharmacokinetics, pharmacodynamics and general pharmacological principles of anesthetic drugs and adjunctive agents.

NGR 6491: Nurse Anesthesia Practice Comprehensive (2)

This course is designed to measure the knowledge base and clinical competency of the nurse anesthesia student.

NGR 6492: Nurse Anesthesia Role Development (3)

Overview of the professional, ethical, and health policy and legal aspects regarding the practice of nurse anesthesia and information about the American Association of Nurse Anesthetists, including its history and the Councils on Accreditation, Certification and Practice.

NGR 6803: Research and Evidence Based Practice (3)

This course provides the theoretical and clinical knowledge needed to prepare the advanced practice nurse to engage in evidence-based practice. It will provide the opportunity to develop skills needed to critically evaluate new information available from professional consensus statements and research findings.

NGR 6929: Clinical Correlational Conferences (4)

This course is designed to complement each clinical residency. Weekly assignments will utilize current research and involve discussions of clinical experience, morbidity and mortality, current anesthesia-related topics, and case studies (courses are delivered over 4 semesters with one credit for each course).

NGR 7848: Fundamentals of Statistics for Clinicians (3)

This course is designed to present advanced clinical students with an overview of statistical theory and methods typically used in clinical research. The goal is to familiarize students with the language, logic, and application of these methods. Fundamental statistical theory (central

tendency, variability, probability, correlation, and hypothesis testing) and common applications are covered. In addition, students will receive an introduction and practice conducting statistical analyses using the Statistical Package for the Social Sciences (SPSS) system, and presenting results in formats (e.g. Power Point) suitable for manuscripts, reports, and grant applications.

Comprehensive Exam: Comprehensive competency testing is done through two mechanisms. One is a comprehensive oral examination which is evaluated by a faculty panel. The other mechanism is through the Self-Evaluation Exam (SEE) which is created by the NBCRNA for Nurse Anesthetists who oversees national certification and professional licensure.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

Although technically not considered a science discipline, the CRNA program has an advisory panel as required by the COA. This group meets regularly and provides input for curriculum development and helps to promote the program in the community.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

Approval for the program was obtained from the University of South Florida Graduate School and the Board of Trustees in 2006. The Master's program and all of its concentrations are accredited by the Commission on Collegiate Nursing Education until the year 2020. The CRNA Program is fully accredited by the COA of Nurse Anesthesia Educational Programs (222 South Prospect Avenue-Suite 304, Park Ridge, IL 60068-4041. (847) 692-7050). Objectives for the program are based upon recommendations for essential curriculum elements as identified by the Council on Accreditation of Nurse Anesthesia. The College admitted its first class of students in August 2006, and has admitted a class of students in August of every year since that time. In 2011, the USF Nurse Anesthesia Program was awarded another 10-year full accreditation from the COA which remains in effect through 2021.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not applicable.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through**

collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The USF CRNA program is delivered through a variety of educational formats such as traditional live lecture, online learning, direct patient care, and simulation. All courses take place at either the USF College of Nursing or the Center for Advanced Medical Learning and Simulation (CAMLS).

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

Faculty of the college contribute to the program in a variety of ways, such as course instruction, live and online lecturing, coordination of simulation sessions, supervision of clinical placements, and oversight of professional and community service events within the curriculum depending on their rank and area of specialty. Courses may be taught by other health professional faculty within the College of Nursing or from other USF Health Colleges based on expertise and course/learning objectives. The college utilizes adjunct faculty who provide expertise in specialty areas. In addition, the college “recruits” non-paid professional CRNA preceptors from the community who provide clinical coordination for students when rotating through their designated clinical sites. Use of these professionals adds depth to the educational experience for the students by providing different clinical insights and methods for delivering anesthesia care to a variety of populations.

All College of Nursing faculty are involved in development of CRNA curriculum with oversight from the college’s Masters’ Curriculum Committee. Curriculum is reviewed regularly to ensure correlation with standards set forth by the COA. The COA also becomes involved in curriculum changes if the changes are considered substantial. All courses in this program are led by a qualified faculty member with appropriate credentials and expertise in the course content.

The College has a named Director and Assistant Director to oversee all components of the faculty, curriculum, and student experience. COA accreditation standards require a Program Director to provide the organizational administration of the program; providing leadership and oversight of all aspects of the program including but not limited to, governance, didactic and clinical curriculum, recruitment, and evaluation. The Assistant Program Director works closely with the Program Director on administrative duties and is prepared to assume leadership responsibilities if needed.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected**

costs and funding sources.

Since the Market Based Tuition CRNA concentration has been fully operational for over two years, faculty and staff, as well as, all non-salary expenses are covered by the Auxiliary fund. No need for start-up funds or E&G funds are anticipated for this program request.

The budget covers all faculty salaries and benefits, their travel and development needs, support for classroom and laboratory teaching, scholarly activities, and service. Staff support and administrative professional positions also receive full salary and benefit coverage, travel and development needs through this budget. All employees have adequate office furniture, computer, office supplies, and access to printers, copiers, etc.

Adjunct and temporary workers are adequately compensated and receive all teaching and technical support necessary to conduct their duties. Office, classroom, and laboratory spaces have adequate supplies and staff coverage for successful student outcomes. Budget is available for routine computer and equipment maintenance and replacement.

C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

See Appendix C for curriculum vitae for each faculty member.

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

The USF College of Nursing has a proven track record of recruitment, retention and graduation rates at all levels of undergraduate, Master's, and doctoral academics. At the Masters' level, the average GPA for admitted students was 3.59 and for CRNA students 3.70. The college has produced over 200 graduates from the Master's program each year since 2010. From the nurse anesthesia concentration, 90% of admitted students are retained and graduate with an attrition rate of approximately 10% and 100% of students who graduate from the CRNA concentration find employment within three months of graduation. Students in the concentration are on par with the national time-to-degree completion rate of 28 months.

The USF College of Nursing has current external funding of \$4.25M (CY 2014) and faculty are published extensively in national and international journals, and are ranked 43rd out of over 600 national nursing schools in NIH funding; USF is the highest ranked NIH-funded college of nursing of all Florida state universities. CRNA faculty members contribute to this overall accomplishment.

College faculty, including CRNA faculty, teach between 50 and 90% of their assigned work effort each semester. CRNA administrative faculty receives adequate release time for the management of the program and all faculty effort is adjusted for external funding as appropriate. Most college faculty are given at least 5% of their assignment to provide service either within the university or in the community. Faculty use service time to serve on a variety of committees throughout the university, act as NIH reviewers, participate in national professional organizations, serve as reviewers or members of editorial boards for national publications, and provide free healthcare at regional clinics and throughout the world. All CRNA faculty members participate in these

activities.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

Overview of USF Libraries, Mission, and Program/Discipline Strengths

The University of South Florida's Libraries consist of USF's main research library, located on the Tampa Campus; two special libraries, the Hinks and Elaine Shimberg Health Sciences Library and the Louis de la Parte Mental Health Institute Library, which are also located on the Tampa Campus; the Nelson Poynter Memorial Library, USF St. Petersburg campus; and the Jane Bancroft Cook Library, which is a joint-use facility shared with New College of Florida and the USF Sarasota-Manatee campus, in Sarasota.

The USF Libraries serve as the nexus for the teaching, learning, and research for the faculty and students at the University of South Florida. Together, the USF Libraries provide access to more than 2 million volumes and an extensive collection of electronic resources including approximately 6,500 EJournal subscriptions and 900 aggregator databases containing another 52,500 unique EJournal titles, 540,000 e-books, and 826,000 digital images. In addition, students have access to over 60,000 audio/visual materials including videos, CDs, and DVDs.

Shimberg Library's primary patrons are the USF Health community - the Colleges of Medicine, Nursing, Pharmacy and Public Health, plus the School of Biomedical Sciences and School of Physical Therapy & Rehabilitation Sciences. The Shimberg Library supports the educational, research, and clinical activities of USF Health by providing access to information resources, teaching evidence-based medicine, providing assistance with literature searches and systematic reviews, and providing learning-conducive study space. Librarians are available to provide subject specific library research instruction through classes, orientations, instructional outreach, online instructional modules/tutorials, and to answer questions about library resources and services. Librarians consult with USF Health faculty to integrate electronic and traditional library resources into the curricula. The Shimberg Library provides interlibrary loan and document delivery services with most requests fulfilled electronically. The library also participates in the UBorrow program, which allows USF library patrons unmediated access to the circulating collections of other Florida state university and college libraries.

The Shimberg Library's current health sciences collection consists of a growing, extensive library of biomedical journals, books, databases, medical images and multi-media materials comprised of 885 electronic journal subscriptions, 12,895 print books, over 3,000 electronic books, 35 specific health science databases, and 194 audiovisual titles. Currently 98% of journal subscriptions are received electronically in full text format. Health science research and curriculum support databases include:

ACP Smart Medicine
CINAHL

OVID Databases
PubMed

Cochrane Library
 DynaMed
 LexiComp
 Micromedex

Stat!Ref
 US Pharmacopeia–National
 Formulary
 Web of Science

Access to these products is available both on site and remotely 24/7. As a result of agreements and consortial arrangements with the USF Libraries System, the State University Library System, Consortium of Southern Biomedical Libraries (CONBLS), and Florida Collaboration of Academic Libraries of Medicine (FCALM), students and faculty at USF Health have access to numerous highly valued resources such as Web of Science and Science Direct, as well as thousands of multidisciplinary EJournal and EBooks. In addition, USF Health students and faculty can access all library materials owned by the other USF libraries.

The USF Libraries endeavor to develop and maintain a collection that will satisfy the needs for resources that support the curriculum, as well as serve the more specialized demands of the graduate students and faculty who are engaged in advanced research.

USF Libraries Collections

The USF Libraries collect current research materials in all subject areas within the subject classifications for nurse anesthesia which include nursing, anesthesiology, individual medical specialties and pharmacy. Emphasis is on acquiring and maintaining a robust collection of electronic journals and in developing a strong research monographic electronic book collection representing the important trade, university and professional presses. Datasets, conference proceedings, technical reports, dissertations, reference works, graduate textbooks, and audio-visual materials are acquired selectively.

Number of Books in:	Print	Electronic
Nurse Anesthesiology	23	5
Anesthesiology	873	283
Nursing	6,262	2,189

EBook Collections include:

AccessMedicine	NCBI Bookshelf
AccessPharmacy	Springer EBooks in Medicine
AccessSurgery	Stat!Ref
EBSCOHost EBook Collection	Thieme Ebook Library

Electronic Titles include:

Core Topics in Paediatric Anaesthesia; Goodman & Gilman's The Pharmacological Basis of Therapeutics; Handbook for Stoelting's Anesthesia and Co-Existing Disease; Handbook of Nurse Anesthesia; Miller's Anesthesia; Morgan and Mikhail's Clinical Anesthesiology; Principles & Practice of Pain Medicine; and Principles of Critical Care

Number of Journals in:	Print	Electronic
Nurse Anesthesiology	2	2
Anesthesiology	119	84
Nursing	590	380

Notable online journals*, owned by the USF Libraries (with impact factors), include:

Pain (5.644)	Clinical Journal of Pain (2.552)
Anesthesiology (5.163)	Oncology Nursing Forum (2.393)
British Journal of Anaesthesiology (4.237)	Pediatric Anesthesia (2.436)
Anaesthesia (3.486)	Pain Management Nursing (1.696)
Regional Anesthesia and Pain Medicine (3.464)	Journal of Perianesthesia Nursing (1.125)
Anesthesia & Analgesia (3.300)	AANA Journal (no impact factor listed)

EJournal Packages include: BioMed Central, Cambridge Journals Online, Elsevier Science Direct, JSTOR, Oxford Journals Online, Psychiatry Online, Sage Premier, SpringerLink, and Wiley Online Library.

Number of Electronic Databases - over 90 major databases, with 35 specific to health and related disciplines, including: CINAHL, Clinical Pharmacology, Cochrane Library, DynaMed, LexiComp, Micromedex, OVID Databases, PubMed, Web of Science, and the US Pharmacopeia National Formulary.

*See Appendix D for the complete list of the top journals in Anesthesiology and Nursing with ISI Impact Factors – 2012 *JCR Journal Citation Reports – Social Science Edition*.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

In any given year, the USF Libraries materials budget is pushed to its limit. The rising cost of continuing journal subscriptions, the need for new research materials, and requests for access to online data sets are part of the daily landscape. A large portion of the USF Libraries budget supports the continuation of the electronic resources. Nurse anesthesia, nursing and anesthesiology are well represented throughout the USF Libraries electronic journal subscriptions. The USF Libraries electronic book subscriptions in these areas need to be further developed. See Appendix for online book prices for the product AccessAnesthesiology as well as other selected titles that will need funding support.

Within the next five years, the expectation would be for a continued level of support for this discipline. An increase in the cost of the library's journal subscriptions would be anticipated, with a typical annual increase of 3-6%. The acquisition of additional resources would have to be balanced against the research needs of other academic disciplines on campus within the confines of any budgetary restraints that the university could face during the next five years. Funds would not be made available through E&G sources.

*Prepared by: Allison Howard
Catalog / Reference Librarian, Shimberg Health Sciences Library*

*Template by: Cheryl McCoy
Coordinator of Collections, USF Libraries
April 30, 2014*

Signature of Library Director
Rose L. Bland

Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The College of Nursing completed its \$15 million new building and expansion project in May 2006, for a total of 77,000 square footage on three floors devoted to offices, classrooms, workrooms/kitchens, laboratories, gathering/study space, and media/computer facilities. A 3,042 square foot addition was completed in 2009 for the Nursing Research Biobehavioral Laboratory. Since that time, the college has continued to update spaces, creating more faculty offices, clinical and simulation teaching spaces, and student study areas.

The College of Nursing building contains a variety of well-designed classroom space. All classrooms are equipped with plasma screens with Smart overlay, a PC, VCR, DVD, and a document camera. Two-way conferencing is available in some classrooms.

There are six unique spaces dedicated to virtual learning, patient simulation, and nursing skills practice ranging from low to high fidelity. The simulation facilities are used by students in the Baccalaureate and Master's Programs including Nurse Anesthesia. The Center for Virtual Learning is a state-of-the-art learning laboratory that includes specialty labs for hospital simulation featuring robotic human patient simulators (Sim-man, Medi, Laerdal's Obstetrical Solutions); Primary Care Lab; Virtual Reality; and the METI-HPS, human patient simulator. Each specialty lab is tailored to meet the needs of students within each concentration. Full simulation of anesthetic case testing, including presentation of emergency situations, brings real life learning scenarios to students.

The Nurse Anesthesia Simulation experience occurs primarily in the Trauma Operating Room (OR) positioned in the Surgical and Interventional Training Center (SITC) at CAMLS. The trauma OR provides a realistic learning environment fully equipped with a patient grade mechanical ventilator, fully-boomed with suction, medical and anesthetic gases. The room is equipped with ambient lighting that can be altered.

Some learning exercises are held in the Virtual Patient Care Center (VPCC) at CAMLS when simulating "off-site" anesthesia cases for learning purposes (e.g., ICU, ER, OB settings). The 3G Laerdal Human Patient Simulator (HPS) is a state-of-the-art manikin that can simulate real-life patient functions improving the realism of learning experiences. The curriculum has been designed to incorporate simulation scenarios that mimic the didactic material learned in class. The simulation specific learning objectives are designed to focus on essentials required by the SEE exam and National Counselor Examination (NCE). The list of simulation scenarios continues to be developed each semester as the concentration grows.

Faculty and staff have adequate office spaces and access to lounge areas, gathering spaces, workrooms, and kitchens. Students enjoy numerous areas of gathering, eating and studying at all USF teaching facilities.

D. Describe additional classroom, teaching laboratory, research laboratory, office,

and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

No additional classroom, laboratory or office space is anticipated to be necessary for the program.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

Since Nurse Anesthesia as well as other nursing and health care programs are already in place the simulation equipment (low and high fidelity) located both at the Tampa Campus college site and CAMLS is adequate to continued support moving forward to Year 5. The proposed budget allows for replacement and upgraded equipment as needed for student learning.

Examples of nurse anesthesia equipment includes 3G patient simulators, lumbar puncture simulators, ultrasound machines, anesthetic machines, central lines, endoscopy equipment, anesthesia carts, and a variety of airway trainers and other anesthesia paraphernalia with a value of over \$500,000.00.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

Additional equipment needs are not anticipated at this time. However, please note that Table 2, Appendix A does allow for \$100,000 per year for other capital needs such as equipment, especially simulators, which are costly to repair and replace. These funds would be accumulated yearly since one simulator can cost over \$100,000 per machine including costs for maintenance and technical support.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

No additional or specialized resources are projected at this time.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

The college's research and development office continue to seek support for student resources to offset the costs for students completing the program. These include a CRNA scholarship and CRNA federal traineeship; students are also considered in the college's general scholarship process each year. Students may also apply for a variety college and university graduate fellowship awards, many of which have no service requirement.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Currently the approved clinical sites by the COA for placement of nurse anesthesia students include nineteen (19) sites. Our significant and diverse clinical affiliations further enrich the clinical training of our students. Our students practice in a wide range of settings: large metropolitan teaching hospitals, community healthcare settings, governmental and private healthcare facilities in rural and urban settings, with patients of all ages, with the full spectrum of anesthesia care needs, and veteran's hospitals including the James A. Haley veterans hospital which houses one of five polytrauma centers in the U.S. Our students are educated in all areas of nurse anesthesia practice, including the administration of regional anesthesia, which makes them highly marketable, and ready to provide the full range of anesthesia services in any practice setting they choose. This is especially important for practitioners that may be the sole anesthesia providers in the underserved and rural areas of our community.

Communication among clinical sites and the program occur through a variety of methods that include, but are not limited to, the following:

- 1) USF Clinical Coordinators listserv electronic communication
- 2) USF Nurse Anesthesia Clinical Site Visits
- 3) USF Nurse Anesthesia Newsletter
- 4) Annual Meet and Greet event

Site descriptions (as defined by the individual institutions) and administrative coordinators:

All Children's Hospital

All Children's is the only specialty licensed children's hospital on Florida's west coast. Founded in 1926, All Children's has grown into a leading pediatric referral center that is dedicated to advancing treatment, education, research and advocacy in child health. In January 2007, *Child Magazine* named All Children's one of the top 25 children's hospitals in North America for the fourth consecutive time.

Clinical Coordinator MD: Dr. George Alvarez

Clinical Coordinator CRNA: Kristen Hiscox, CRNA MS, khiscox7@yahoo.com

Administrative Contact Person: Kristen Hiscox, CRNA MS

Website: <http://www.allkids.org>

Address: 801 6th Street South St. Petersburg, FL 33701

Contact Number or E-mail: (727) 767-4600

Bayonet Point Regional Medical Center

Regional Medical Center Bayonet Point is a 290-bed acute care facility located in Hudson, Florida. Home of the nationally acclaimed Heart Institute, over 350 physicians, 950 employees, and 500 volunteers comprise our integrated healthcare delivery team.

Our nationally recognized Heart Institute, Accredited Stroke Center, Accredited Chest Pain Center, Commission on Cancer approved Cancer Care, Orthopedic, and Neurosurgery programs are all examples of the high quality results we produce while caring for our patients. We provide a full range of adult cardiac services and our physicians are dedicated to the diagnosis, treatment and prevention of heart disease. We provide comprehensive cardiac service and have performed

over 100,000 procedures since opening our doors.

Clinical Coordinator: Ryan Ferreira, CRNA, ryanferreira@msn.com

Website: <http://rmchealth.com/about/index.dot>

Address: 14000 Fivay Road Hudson, FL 34667

Contact Number: (727) 819-2929

Bay Pines VA Hospital

Since 1933, Bay Pines VA Healthcare System has been improving the health of the men and women who have so proudly served our nation. We consider it our privilege to serve your health care needs in any way we can. Our services are available to Veterans living in a ten county catchment area in west central Florida.

Clinical Coordinator: James Peterfeso, CRNA, james.peterfeso2@va.gov

Credentialing: Lana Toenjes, lana.toenjes2@va.gov

Website: <http://www.baypines.va.gov/>

Address: 10000 Bay Pines Blvd (physical), Bay Pines, FL 33744

Contact Numbers: (727) 398-6661 | (888) 820-0230

Bayfront Health - Dade City (Formerly Pasco Regional Medical Center)

Bayfront Health Dade City is directed at our patients' comfort and health. They serve all patients with a skilled medical staff known for its expertise and compassion, and with innovative technology that leads the way in cutting-edge care.

The hospital has 120 beds with a 12-bed intensive care unit and a 5-room award-winning operating suite. The ER has expanded from 4,400 to 12,700 square feet with 17 private exam rooms and its own imaging suite.

Clinical Coordinator: Ben Langston, CRNA, benjamin.langston@yahoo.com

Administrative Contact Person(s): Dr. Kandasamy, sks_77mmc@yahoo.com and Dr. Paul Tan, ptan@yahoo.com

Website: <http://www.bayfrontdadecity.com/>

Address: 13100 Fort King Road Dade City, FL. 33525

Contact Number (352) 521-1100

Bayfront Health -Spring Hill (Formerly Pasco Regional Medical Center)

Bayfront Health Spring Hill is one of only 147 hospitals to be named a Top performer on Key Quality Measures for four consecutive years, by The Joint Commission, the nation's leading accreditor of health care organizations. Bayfront Health Spring Hill also serves as a designated Primary Stroke Center and offers the areas only Level II Neonatal Intensive Care Unit. We are one of the very few hospitals in Florida with, DaTscan™, the first FDA-approved radiopharmaceutical adjunct imaging agent to help physicians evaluate patients with suspected parkinsonian syndromes (PS), such as Parkinson's disease (PD).

Clinical Coordinator: Richard Vidaud, vidabike@hotmail.com

Medical Director: Dr. Chris Lombardi, kcalpha69@aol.com

Website: <http://www.bayfrontspringhill.com/>

Address: 10461 Quality Dr. Spring Hill, FL. 34609

Contact Number: (352) 688-8200

Bayfront Medical Center

Bayfront Medical Center is a private, not-for-profit hospital, employing more than 2,000 team members. They have nearly 650 physicians on staff, representing a wide variety of medical specialties. Bayfront's clinical areas of expertise include: emergency services/level II trauma

center, rehabilitation services, women and infant care, including level III prenatal center and level II nursery for high risk obstetrics, cancer care center, neurological sciences, orthopedic and general surgery, cardiology –diagnostics and surgery. (Bayfront Medical Center, 2006).

Clinical Coordinator MD: Dr. Van Diver/Dr. Lin bfrontgas@gmail.com

Clinical Co-Coordinators CRNA: Kelly Wier CRNA, MS, kel826@yahoo.com, Kelly Evans CRNA, MS, kellymarieevans08@gmail.com

Administrative Contact Person: Kelly Wier CRNA, MS, kel826@yahoo.com, Kelly Evans CRNA, MS, kellymarieevans08@gmail.com

Contact Number or E-mail: kel826@yahoo.com, kellymarieevans@gmail.com

Schedules: www.bayfrontanesthesia.org

Website: <http://fm.bayfront.org/index.html>

Address: 701 Sixth Street South, St. Petersburg, FL 33701

Contact Number: (727) 823-1234

Blake Medical Center

Since 1973, Blake has been a leading provider of high quality, affordable healthcare and recognized as a Top 100 Hospital, nine times by Thomson Reuters. Blake Medical Center, with 1,156 employees, is the 6th largest employer in Manatee County and accounts for a considerable investment in the community.

Blake is a 383-bed, tertiary hospital that has been offering a wide range of healthcare services to the community for over 40 years. Our highly skilled team of professionals delivers lifesaving and life-improving services from advanced heart procedures like TAVR to high quality Orthopedic and Spine surgery. As the only Trauma Center in Trauma District 13, we take our responsibility of caring for the area's most injured patient very seriously.

Clinical Coordinator(s): David Dioniso, CRNA, ddionisi@health.usf.edu, Chris Hall, CRNA, ehhh19@aol.com

Administrative Contact Person: Dr. Dennis Koselak, Dekoselak@yahoo.com

Website: <http://blakemedicalcenter.com/>

Address: 2020 59th Street West, Bradenton, FL 34209

Contact Number: (941) 792-6611

Carol & Frank Morsani Center for Advanced Health Care

The Carol & Frank Morsani Center for Advanced Health Care is a \$67 million, six-story building with 194,000 square feet, located in the northwest quadrant of the USF Tampa campus. It offers an ambulatory surgery center with eight operating rooms and five endoscopy suites. Specialty services offered include orthopedics & sports medicine, physical therapy, ear, nose and throat, breast health, women's health, neurology, and dermatology and cutaneous surgery.

Clinical Coordinator: Honoree Julee, honoree@18@gmail.com

Medical Director: Dr. David Varlotta, dvarlotta@gmail.com

Website: http://health.usf.edu/nocms/medicine/advancedhealthcare/CAHC_morsani.htm

Address: 13330 USF Laurel Dr. Tampa, FL 33612

Contact Number: (813) 974-2201

Florida Hospital - Carrollwood

FHC is a 431-bed facility that is home to five Centers of Excellence that focus resources on major disease areas including cancer treatment, women's health, pediatrics, diabetes management and orthopedics. FHC was named the #1 rated hospital in the Tampa Bay area for overall orthopedic surgical services, according to a new study recently released by HealthGrades, a healthcare ratings company.

Clinical Coordinator MD: Dr. James Norman

Clinical Coordinator CRNA: Brooks McRee, CRNA MS
 Assistant Coordinator: Holly Wood, CRNA MS
 Administrative Contact Person: Dr. James Norman or Brooks McRee, bwmcree1@gmail.com
 Website: <http://www.elevatinghealthcare.org/locations/carrollwood>
 Address: 7171 N. Dale Mabry Highway Tampa, Florida 33614
 Contact Number: (727) 418-6130

Florida Hospital Tampa – Fletcher

Florida Hospital Tampa is a 431-bed facility that is home to five Centers of Excellence that focus resources on major disease areas, including cancer treatment, women's health, pediatrics, diabetes management and orthopedics. Our mission is to offer patients access to the most advanced technology and treatment options available.

Clinical Coordinator MD: Dr. David Varlotta, dvarlotta@gmail.com
 Clinical Co-Coordinator CRNA: Tuesday Radd, CRNA, MS turadd@yahoo.com
 Administrative Contact Person: Dr. David Varlotta, dvarlotta@gmail.com
 Website: <http://www.elevatinghealthcare.org/locations/tampa>
 Address: 3100 E. Fletcher Ave. Tampa, FL 33613
 Contact Number: (813) 971-6000

Florida Hospital Zephyrhills

Florida Hospital Tampa is a 431-bed facility that is home to five Centers of Excellence that focus resources on major disease areas, including cancer treatment, women's health, pediatrics, diabetes management and orthopedics. Our mission is to offer patients access to the most advanced technology and treatment options available.

Clinical Coordinator/ Medical Director: Dr. Javier Rojas, Javier.Rojas@ahss.org
 Website: <http://www.elevatinghealthcare.org/locations/zephyrhills>
 Address: 7050 Gall Boulevard, Zephyrhills, FL. 33541
 Contact Number: (813) 788-0411

Gulfcoast Pain Management Center

Anesthesiologist – Dr. Lynne Carr Columbus, lynnecolumbus@aol.com
 Clinical Coordinator - Dr. Lynne Carr Columbus, lynnecolumbus@aol.com
 Office Manager – Katrina Nichols, katnicholls16@yahoo.com
 Website: <http://www.gulfcoastpain.com/>
 Address: 3890 Tampa Road Suite 308, Morton Plant Mease East Lake
 Outpatient Center
 Palm Harbor, FL 34684
 Contact Number: (727) 789-0891

H. Lee Moffitt Cancer Center & Research Institute

The H. Lee Moffitt Cancer Center & Research Institute (Moffitt) is a large not for-profit National Cancer Institute-designated comprehensive cancer center institution. It includes private patient rooms, the Southeast's largest Blood and Marrow Transplant Program, outpatient treatment programs that record more than 328,300 visits a year, the Moffitt Research Center, Moffitt Cancer Center at International Plaza, and Moffitt Cancer Center Screening and Prevention. Moffitt Cancer Center in Tampa, Florida, has made a lasting commitment to the prevention and cure of cancer, working tirelessly in the areas of patient care, research and education to advance one step further in fighting this disease. Moffitt is licensed for 162 beds. Clinical facilities include a blood and marrow transplant unit, 11 operating rooms, and diagnostic radiology, MRI, PET and digital mammography capabilities, plus radiation therapy with 5 linear accelerators. In

2001, the National Cancer Institute awarded Moffitt the status of a Comprehensive Cancer Center in recognition of its excellence in research and contributions to clinical trials, prevention and cancer control. Additionally, Moffitt is a member of the National Comprehensive Cancer Network, a prestigious alliance of the country's leading cancer centers, and is listed in *U.S. News & World Report* as one of the top cancer hospitals in America.

Moffitt has been recognized by *U.S. News & World Report* as one of the best hospitals, number 16, for the treatment of cancer in the country, as well as being the best in the state of Florida.

Clinical Coordinator: David Seal, MSN, CRNA, daseal21@gmail.com; David.Seal@moffitt.org

Administrative Contact Person(s): Dr. David Thrush, david.thrush@moffitt.org; Dr. Rosemarie Garcia-Getting, rosemarie.garciagetting@moffitt.org

Website: <http://moffitt.org/>

Address: 12902 Magnolia Drive Tampa, FL. 33612

Contact Numbers: (813) 745-4673 or (800) 456-3434

Heart of Florida Regional Medical Center

Heart of Florida Regional Medical Center, a 200-bed acute care facility, offers a full spectrum of services supported by over 200 physicians representing various medical specialties. We are fully accredited by the Joint Commission.

Clinical Coordinator(s): Jason Calhoun, jasoncalhoun2009@yahoo.com; Judy Casingal, judith.casingal@hma.com

Administrative Contact Person: Dr. Perez, gpereza@yahoo.com

Website: <http://www.heartofflorida.com/>

Address: 40100 US Highway 27, Davenport, FL 33837

Contact Number: (868) 422-4971

James A. Haley Veterans Administration Medical Center (JAHVAMC)

JAHVAMC is a 327-bed tertiary care teaching hospital, with 300 authorized nursing home care beds (180 in Tampa, and 120 beds in Orlando) and is dedicated to providing the highest quality of patient care and services to veterans in Central Florida. The full range of inpatient and outpatient care is provided including Medicine, Surgical, Psychiatry, Neurology, as well as Spinal Cord Injury Service, a Polytrauma center and Comprehensive Rehabilitation Center. JAHVAMC Tampa and its satellite clinics make up the busiest VA facilities in the nation. The hospital was activated in 1972 and is affiliated with the University of South Florida College of Medicine. It is the first MAGNET VA hospital and has been designated as a Poly Trauma Unit for treatment of Iraq war injuries, (James A. Haley VA Medical Center, 2006).

Clinical Coordinator, MD: Dr. Leland Lee and Dr. Jane Arnold

Clinical Coordinator CRNA: Robert Philbin, CRNA MS

Administrative Contact Person: Robert Philbin, CRNA MS, robert.philbin@va.com

Website: <http://www2.va.gov/directory/guide/facility.asp?id=131>

Address: 13000 Bruce B. Downs Blvd. Tampa, FL 33612

Contact Numbers: (813) 972-2000 x 7233 or (813) 978-5946

Lakeland Regional Medical Center (LRMC)

LRMC, a not-for-profit facility, has served Lakeland and the surrounding communities for more than 80 years. LRMC is licensed for 851 beds and offers the following surgical specialties: general, cardiovascular, urologic, gynecologic, oncologic, ENT, neurosurgery, vascular and trauma surgery. It has 14 main operating rooms, including three cardiovascular and three dedicated obstetric/gynecologic operating rooms, patients have the advantage of the latest surgical equipment, including lasers and laparoscopic tools.

Clinical Coordinator MD: Dr. Raymond Victor

Clinical Coordinator CRNA: Dean Jani, CRNA MS, dean1018jani@yahoo.com
 Administrative Contact Person: Mona Sinclair CRNA
 Website: <http://www.lrmc.com>
 Address: 1324 Lakeland Hills Boulevard Lakeland, FL 33805
 Contact Number: (863) 284-1710

Mease Countryside Hospital

Mease Countryside Hospital is a thriving 300-bed facility, honored 10 times in the past decade by Thomson's 100 Top Hospitals National Benchmarks for Success studies. Mease Countryside is a recognized leader in making world-class health care readily available to local residents.

Clinical Coordinator MD: Dr. Robert Rosen
 Clinical Coordinator CRNA: Sharon Hill, CRNA MS, sharonwhill@yahoo.com
 Administrative Contact Person: Dr. Robert Rosen
 Contact Number or E-mail: Dr. Robert Rosen, BORO@tampabay.rr.com
 Website: <http://www.mortonplant.com/body.cfm?id=824>
 Address: 3231 McMullen Booth Rd. Safety Harbor, FL 34695

Mease Dunedin Hospital

Mease Dunedin is a modern 143-bed facility, providing quality medical and surgical care, with an emphasis on treating neurological and spine conditions. They are currently undergoing a \$19 million expansion that includes a new critical care unit and surgical suites.

Clinical Coordinator MD: Dr. Robert Rosen
 Clinical Coordinator CRNA: Debra J. Holtz, CRNA MS, debHcrna@tampabay.rr.com
 Administrative Contact Person: Dr. Robert Rosen, BORO@tampabay.rr.com
 Website: <http://www.measehospitals.com/body.cfm?id=825>
 Address: 601 Main Street Dunedin, FL 34698
 Contact Number: (727) 734-6245 (Surgery Desk)

Morton Plant Health Care (3 sites)

Morton Plant is a 687-bed community-owned hospital recognized as a Top 100 Hospital in the country—one capable of providing highly technical and specialized care to the most severely injured and seriously ill patients. Morton Plant, founded in 1916, provides a full range of medical-surgical services including cardiology, emergency medicine, oncology, women and children's services, neurosciences, orthopedics, diabetes care, rehabilitation, vascular surgery and neurosurgery.

Morton Plant Hospital

Clinical Coordinator MD: Dr. Robert Rosen
 Clinical Coordinator: Lynn Velasko, lynnithv@yahoo.com
 Administrative Contact Person: Dr. Robert Rosen, BORO@tampabay.rr.com
 Website: <http://www.mpmhealth.com/body.cfm?id=421>
 Address: 300 Pinellas Street Clearwater, FL 33756
 Contact Number: (727) 462-7000

Orlando VA Medical Center

The Orlando VA Medical Center, serving an area of more than 90,000 veteran patients in East Central Florida, is one of seven members of the VISN 8 Healthcare System. The Orlando VA Medical Center includes the Orlando VA Medical Center, the Community Living Center, the Residential Rehabilitation Program, the Viera Outpatient Clinic, the Daytona Outpatient Clinic, and four Community Based Outpatient Clinics located in Clermont, Kissimmee, Leesburg, and

Orange City.

Clinical Coordinator: Eduard Pineiro, eduard.pineiro@va.gov

Administrative Contact Person: Dr. Myrian Garzon, myriam.garzon@va.gov

Website: <http://www.orlando.va.gov/>

Address: 5201 Raymond St. Orlando, FL 32803

Contact Numbers: (407) 629-1599 or (800) 922-7521

Sarasota Memorial Hospital

Sarasota Memorial Health Care System, an 806-bed regional medical center, is among the largest public health systems in Florida. With about 4,000 staff, 802 physicians and 1,000 volunteers, it is one of Sarasota County's largest employers. A community hospital founded in 1925, Sarasota Memorial is governed by the nine-member elected Sarasota County Public Hospital Board. It is a full-service health system, with specialized expertise in heart, vascular, cancer, and neuroscience services, as well as a network of outpatient centers, long-term care and rehabilitation among its many programs. Sarasota Memorial is the only hospital providing obstetrical services, pediatrics and Level III neonatal intensive care in Sarasota County.

Clinical Coordinator: Michelle Canale, CRNA mcanale@health.usf.edu

Administrative Contact Person: Dr. Jeff Swartz, fishjas1@verizon.net

Website: <http://www.smh.com/>

Address: 1700 S. Tamiami Trail, Sarasota, FL 34239

Contact Number: (941) 917-9000

South Bay Hospital (FGTB Anesthesiology)

South Bay Hospital is Joint Commission Certified, was the only hospital in Hillsborough County recognized as a Top Performer in Key Quality Measures by The Joint Commission for 4 consecutive years.

Clinical Coordinator: Ryan Ebdrup, Ryan_Ebdru@TeamHealth.com

Administrative Contact Person: Dr. Christopher Knop, candkknop@aol.com

Website: <http://southbayhospital.com/>

Address: 4016 Sun City Center Blvd Sun City Center, FL. 33573

Contact Number: (813-) 634-3301

St. Anthony's Hospital

St. Anthony's Physician's Surgery Center is a multi-specialty outpatient surgery center that offers ophthalmology, orthopedics, plastic and reconstructive surgery, pain management, podiatry and general surgical services.

Clinical Coordinator MD: Dr. Steven J. Feinerman

Clinical Coordinator CRNA: Anne Kinsey, CRNA MS

Administrative Contact Person: Terri Brickey

Website: <http://www.stanthonys.com>

Address: 705 16th Street N. St. Petersburg, FL 33705

Contact Number: (727) 550-4500

St. Joseph's Hospital

St. Joseph's Hospitals are part of the [BayCare Health System](#). BayCare Health System is a leading community-based health system in the Tampa Bay area. Composed of a network of 10 not-for-profit hospitals, outpatient facilities and services such as imaging, lab, behavioral health and home health care, BayCare provides expert medical care throughout a patient's lifetime. With more than 195 access points conveniently located throughout Tampa Bay, BayCare connects patients to a complete range of preventive, diagnostic and treatment services for any

health care need.

Clinical Coordinator: Melissa Powell, Director of Education,

Melissa.powell2@hcahealthcare.com

Website: <http://www.sjbhealth.org/>

Address: 3001 W. Martin Luther King Jr. Blvd. Tampa, FL. 33607

Contact Number: (813) 870-4000

St. Petersburg General Hospital (FGTB Anesthesiology)

St. Petersburg General Hospital is a 215-bed facility, providing comprehensive emergency, diagnostic, medical and surgical services, including a dedicated women's health program. We have a long history as a quality provider of acute care in Pinellas County.

Clinical Coordinator: Ryan Ebdrup, Ryan_Ebdru@TeamHealth.com

Administrative Contact Person: Dr. Patel, nileshnip@gmail.com

Website: <http://stpetegeneral.com/>

Address: 6500 38th Avenue North St. Petersburg, FL. 33710

Contact Number: (727) 384-1414

Tampa Bay Surgery Center - Uptown

Tampa Bay Surgery Center is an outpatient surgery center that offers services for outpatient surgery in general surgery, ophthalmology, orthopedics, pain management, plastic & reconstructive surgery, podiatry and ENT surgery.

Clinical Coordinator MD: Dr. John Lockett, bayshOre@verizon.net

Clinical Coordinator CRNA: Diane Acosta, CRNA, didyak@gmail.com

Contact Number or E-mail: Dr. Jay Rosen, djr@tampabaysurgerycenter.com

Website: <http://www.tampabaysurgerycenter.com/>

Address: 11811 N. Dale Mabry Hwy. Tampa, FL 33618

Contact Number: (813) 961-8500

Tampa Bay Surgery Center - Midtown

Tampa Bay Surgery Center is an outpatient surgery center that offers services for outpatient surgery in general surgery, ophthalmology, orthopedics, pain management, plastic & reconstructive surgery, podiatry and ENT surgery.

Clinical Coordinator MD: Dr. Uhuru Smith druhurusmith@aol.com

Co-clinical Coordinator: Dr. Hankerson ijames1@verizon.net

Website: http://www.tampabaysurgerycenter.com

Address: 2727 Martin Luther King Jr. Blvd. Tampa, FL 33607

Contact Number: (813) 357-5900

Tampa General Hospital (TGH)

TGH is a Level I trauma center located within a medically underserved area in Hillsborough County. TGH serves a 12-county region with a population in excess of 4 million in West Central Florida. TGH serves as the primary teaching hospital for the University of South Florida College of Medicine. As a teaching facility, TGH partners with academic and community institutions to support both its teaching and research missions.

Clinical Coordinator MD: Devanand Mangar, MD.

Clinical Coordinator CRNA: Ryan Ebdrup, rje1231@yahoo.com

Administrative Contact Person: srna@fgtba.com

Contact Number or E-mail: rje1231@yahoo.com

Website: <http://www.tgh.org>

Address: 1 Tampa General Circle Tampa, FL 33606-3571

Contact Number: (813) 844-7000

Trinity Medical Center

Medical Center of Trinity, is a 236 bed, state-of-the-art, all-private room hospital strategically located in the tri-county area of Pasco, Pinellas and Hillsborough Counties, near the intersection of State Road (SR) 54 and Little Road in Trinity, Florida. The facility will feature programs and services including [Emergency Care](#), [Heart & Vascular](#), [Spine & Orthopedics](#), [Cancer Care](#), and [Women's Health & Obstetrics](#).

Anesthesiologist: Dr. Sea Lee, ekim3@tampabay.rr.com

Clinical Coordinator: Jason Edwards, CRNA, jasonedwardscrna@yahoo.com

Student Credentialing: Janet Bailie, janet.bailie@hcahealthcare.com

Website: <http://medicalcentertrinity.com/>

Address: 9330 State Road 54, Trinity, FL. 34655

Contact Number: (727) 834-4000

University Pain Management Center

Anesthesiologist – Dr. Shaukat Chowdhari, MD, shaukat.chowdhari@yahoo.com

Clinical Coordinator – Deanna Kline, CRNA, dededoublelutz@gmail.com

Email: info@upmcinc.com

Website: <http://www.upmcinc.com/>

Address: 14501 Bruce B. Downs Blvd., Tampa, FL 33613

Contact Number: (727) 550-4500

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

With a similar program already in place, new capital expenditures for instructional or research activities are not anticipated.