

## GRADUATE COURSES

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### **NURS 600—Nursing Consultation and Integrated Approaches in Behavioral Care (2).**

Provides an overview of the consultation process and integrated approaches to behavioral care. Using a health promotion framework, the seminar explores selected approaches on consultation in primary, secondary and tertiary clinical settings with an emphasis on enhancement of health-seeking behaviors of individuals, families and communities and collaboration with consumers and other health care providers. Examines current research, ethical and professional issues in the delivery of health care services using behavioral health care model. *Prerequisite or concurrent: NURS 667. Concurrent: NURS 601.*

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### **NURS 601—Nursing Consultation and Integrated Approaches in Behavioral Care Practicum (3).**

Provides an overview of the process of consultation and integrated approaches in behavioral care. Explores the role of the advanced practice psychiatric nurse as an advocate for consumers of behavioral-care services and develop consultative skills in selected clinical settings. *Prerequisite or concurrent: NURS 667. Concurrent: NURS 600.*

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### **NURS 602—Planning Health Care for Populations (3).**

Provides selected conceptual and contextual frameworks needed by advanced practice nurses in the delivery of health care services to populations in an evolving health care system. Introduces a variety of theories and models for managing health care of populations from a population perspective. Involves a wide range of learning activities including using quantitative and qualitative epidemiological methods related to health indicators and accessing relevant health databases for health care planning purposes. Planning concepts and quality indicators needed to effect changes in the health status of selected populations provide practice applications. Cultural determinants of care are also addressed.

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### **NURS 605—Comprehensive Adult Health Assessment (3).**

Builds on previously learned skills and knowledge to develop advanced skills in obtaining and completing a comprehensive health history and physical, and develop competence in identifying, describing and communicating normal and abnormal findings in a written and oral format. A major focus of this course is

on the assessment process. *Prerequisite or concurrent: The physiology course required by the specialty.*

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### **NURS 606—Systems in Health Care Delivery (3).**

Provides a systems-level analysis of health care policy trends and their effects on organizations and delivery systems, as well as provider and consumer roles in health care delivery. Investigates policy and societal trends affecting health care, the nursing profession and nursing practice. Analyzes health care delivery systems responding to rapidly changing financial incentives that influence the industry at the community, state, national and international levels. Assesses the dynamics of these changes on the roles of health care providers and consumers from the economic, social, organizational, political, ethical, legal and technological perspectives. Examines nursing roles and leadership strategies for influencing policy decisions. Emphasis is placed on nursing's role in affecting the health care environment and on the effects of external forces on advanced practice roles and the profession.

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### **NURS 607—Alcoholism and Family Systems (3).**

Focuses on alcoholism and the concomitant family patterns of organization. The theory content and clinical practicum of this course emphasizes the use of regulatory processes for the restoration of optimal balance within the family and between the family and its environment, the recruitment of family members into treatment and the prevention of illness among vulnerable family members.

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### **NURS 608—Special Problems in Nursing (1–6).**

Provides for alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature. Registration requires permission of advisor. *Students may register for one to three credits per semester with a maximum of six credits per degree.*

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### **NURS 609—Critical Issues in Health Care (3).**

Enables an interdisciplinary group of students to examine the policy, legal and ethical components of a variety of critical issues in health care delivery. Several teaching techniques, including case studies, simulations, mock hearings and panel discussions are used to explore such topics as medical malpractice, rights of patients to refuse treatment, informed consent and substituted consent in medical decision-making, regulation of experimental drugs, cost containment in the health care system and delivery of health care to the poor and indigent. The course is taught by faculty from a variety of

disciplines, including law, philosophy, nursing, medicine, dentistry, pharmacy, social work and economics.

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**NURS 611—Introduction to Primary Care Nursing (3).**

Utilizes a seminar alternating with laboratory and clinical experiences that emphasize the role of the advanced practice pediatric nurse. Provides the opportunity to refine assessment skills as data is collected and analyzed in the clinical area, using a variety of interviewing, examining and recording skills. Role boundaries, role facilitation and barriers to role implementation are analyzed in seminar sessions. *Prerequisite: NPHY 630.*

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**NURS 612—Trends and Issues in Women's Health Care (2).**

Focuses on the evolution of women's health as a discipline and the importance of examining gender-related differences. Discussions include cultural, psychological, social, economical, legal and biological determinants of health and well-being of adolescents and women throughout the life span.

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**NURS 618—Special Problems in Primary Care (1–3).**

Develops special competencies or facilitates in-depth clinical experience in an independent study format. *Students who are not specializing in primary care may elect this experience to study selected concepts relating to primary care nursing. Students may register for varying units of credit, ranging from one to three credits per semester, with a maximum of six credits per degree.*

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**NURS 619—Clinical Practicum in Primary Care I (3–5).**

Focuses on refining health assessment skills, interpreting findings, developing and implementing appropriate plans of care to meet common health maintenance needs of adults and to promote the health of adults with common health problems. Women's Health Nurse Practitioner students register for three credits, and Adult Health Nurse Practitioner students register for five credits. *Prerequisite: NURS 605. Concurrent: NURS 620. Prerequisite or concurrent: NURS 723.*

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**NURS 620—Diagnosis and Management in Adult Primary Care I (4).**

Prepares the student to diagnose and manage the primary health care needs of adults, including health promotion, health maintenance, acute, self-limiting minor illnesses and stable chronic diseases. Teaches the student to develop



diagnostic reasoning skills in clinical decision-making. *Prerequisites: NPHY 610, NURS 605. Prerequisite or concurrent: NURS 723. Concurrent: NURS 619.*

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### **NURS 623—Advanced Assessment of the Critically Ill (2).**

Focuses on the assessment of the critically ill patient. Assessment data from invasive monitoring, laboratory tests and diagnostic studies are analyzed. Clinical experiences in intensive care and trauma units are provided.

*Prerequisites or concurrent: NPHY 600, NURS 605.*

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### **NURS 624—Pain Management (3).**

Focuses on current issues and concepts related to pain assessment and management. Utilizes a theoretical and research foundation to explore the affective dimensions of pain, the impact on family or significant others, cost-benefit issues in pain management and the relationship between pain and quality of patient care.

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### **NURS 625—Introduction to Gerontological Nursing (3).**

Provides the opportunity to systematically explore concepts relative to successful aging. Emphasis is placed on the normal rather than the pathological psychosocial changes associated with aging. Factors that affect the delivery of health services and gerontological nursing care are critically discussed. The appropriateness of research findings for clinical practice is analyzed. Nursing strategies aimed at health promotion and successful aging are developed.

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### **NURS 626—Processes of Aging: Implications for Nursing Care (3)**

Provides an in-depth analysis of specific concepts related to alterations in health of the older adult, especially the frail older adult. Emphasis is placed on assessment methodologies and research-based interventions designed to assist the individual to cope with acute and chronic alterations in health. Emphasis is on improving quality of care for the most frail and disabled older adults across the continuum of long-term care. *Prerequisites: NURS 625, NURS 701. Prerequisite or concurrent: NPHY 614.*

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### **NURS 628—Special Problems (1–6).**

Provides alternative learning experiences: independent study, development of specific clinical competencies and classes focusing on a variety of special

topics. Students may register for varying amounts of credit, ranging from one to three credits per semester, with a maximum of six credits per degree.

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### **NURS 629—Primary and Secondary Prevention of Cancer (2).**

Examines patient-centered issues important in the development and detection of cancer. Provides an overview of cancer epidemiology with emphasis on familial, racial and national disparities in cancer incidence and mortality. Explores concepts of primary and secondary prevention, risk factors, relative risk, risk perception, risk calculations and risk reduction strategies. Cancer screening methods are examined with respect to their sensitivity, specificity, cost effectiveness and acceptability to patients. Policy issues regarding availability and utilization of cancer screening and prevention programs are discussed. Cultural issues with respect to patient education, health practices, access to health care and attitudes toward illness and cancer are addressed.

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### **NURS 630—FPI: Health Promotion and Disease Prevention (2).**

Focuses on health promotion and disease prevention strategies for patients across the life span. Addresses the health promotion role of the family nurse practitioner in primary care. Emphasizes the multi-dimensionality of health promotion and disease prevention within emergent family systems. Synthesizes data to formulate a comprehensive management plan for patients across the life span. *Prerequisites or concurrent: NURS 605, NURS 610, NURS 660. Concurrent: NURS 631.*

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### **NURS 631—FPI: Health Promotion and Disease Prevention Practicum (2).**

Emphasizes the clinical implementation of health promotion and disease intervention strategies for patients across the life span. Concentrates on the health promotion role of the family nurse practitioner in primary care settings. Includes the synthesis of data and the formulation of comprehensive management plans for patients and families. *Prerequisite or concurrent: NURS 605, NURS 610, NURS 660. Concurrent: NURS 630.*

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### **NURS 632—FPII: Clinical Management of Common Health Care Problems (3).**

Focuses on developing a knowledge base for effective diagnosis and management of selected acute, commonly occurring health care problems throughout the life span. Integrates pathophysiology, psychopathology and

pharmacotherapeutics, with growth and developmental concepts within the context of family theory. *Prerequisites: NURS 605, NURS 610, NURS 630, NURS 631, NURS 660. Prerequisite or concurrent: NURS 723. Concurrent: NURS 633.*

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### **NURS 633—FPII: Clinical Management of Common Health Care Problems Practicum (5).**

Focuses on the clinical application of critical diagnostic reasoning skills in the case management of acute commonly occurring health care problems encountered across the lifespan. Emphasizes clinical integration of pathophysiology, psychopathology, pharmacotherapeutics, family theory, health promotion, growth and developmental processes within family practice settings. Stresses the diagnostic and therapeutic role of the family nurse practitioner in primary care. *Prerequisites: NURS 605, NURS 610, NURS 630, NURS 631, NURS 660. Prerequisite or concurrent: NURS 723. Concurrent: NURS 632.*

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### **NURS 634—Advanced Health Assessment of Older Adults (2).**

Assists in developing the knowledge and skills necessary for the beginning-level gerontological nurse in an advanced practice role. Focus is on the health assessment of the older adult and the clinical reasoning skills needed to differentiate normal from abnormal changes. Exploration of the advanced practice nursing role in a variety of health care settings facilitates role transition and realistic understanding of these advanced practice roles. *Prerequisite or concurrent: NPHY 600.*

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### **NURS 635—Practicum in Perinatal/Neonatal Clinical Nurse Specialization (4).**

Focuses on the application of theory from the areas of perinatal/neonatal nursing and clinical nurse specialization to clinical practice. Through supervision seminars and precepted clinical experiences, the student implements the role of the perinatal/neonatal clinical nurse specialist. *Prerequisites: NURS 639, NURS 649, NURS 743.*

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### **NURS 636—Clinical Diagnosis and Management of the Older Adult (6).**

Prepares the student to function as a gerontological nurse practitioner (GNP) in an ambulatory or long-term setting with older adults who present with common acute and chronic health problems. The student applies assessment



skills, laboratory/diagnostic methods and clinical diagnostic reasoning skills in caring for older adults. Treatment strategies that include selection of pharmacotherapeutic agents emphasize the total well-being of the older adult (physical, psychosocial, cognitive and environmental components).

*Prerequisites: NURS 605, NURS 634. Prerequisites or concurrent: NPHY 614, NURS 723.*

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### **NURS 638—Special Problems in Perinatal/Neonatal Nursing (1–6).**

Provides for alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of maternity nursing. *Students may register for varying amounts of credit, ranging from one to three credits per semester, with a maximum of six credits per degree.*

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### **NURS 639—Advanced Nursing of the Childbearing Family and Neonate (4).**

Introduces the role of the neonatal nurse practitioner/clinician in the management of normal and high-risk families and infants. Focuses on developing skills in physical and psychosocial assessment of childbearing families during all phases of the childbearing process: antenatal, intrapartum, postpartum and the neonatal period. Special emphasis is placed on events during the antenatal, intrapartum and postpartum period that impact the neonate and on application of the advanced nursing role in improving outcomes and care of these families, particularly the family at risk.

*Prerequisite or concurrent: NPHY 630.*

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### **NURS 640 - FPIII: Management of Complex Health Problems (2).**

Focuses on the disease management of complex chronic health care problems in patients across the life span. Integrates pathophysiology, pharmacotherapeutics, growth and development and health promotion into the context of family practice settings. Emphasizes the ongoing development of critical thinking skills for comprehensive assessment, diagnosis and therapeutic interventions for chronic health care problems in children and adults. *Prerequisites: NURS 605, NURS 610, NURS 630, NURS 631, NURS 632, NURS 633, NURS 660, NURS 723. Concurrent: NURS 644.*

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### **NURS 641 - Cancer Management (2).**

Uses relevant clinical research to discuss strategies for the cure of cancer, treatment of incurable cancer and management of commonly encountered symptoms due to cancer or its treatment. *Prerequisites: NPHY 601, NURS 629, NURS 723.*

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### **NURS 643—Advanced Nursing of Children I (3).**

Emphasizes the role of the advanced practice nurse in the managed care of acutely ill infants, children and adolescents. Focuses on the implementation of the nursing process, advanced psychophysiological assessment skills, diagnostic skills, pharmacological management and treatment plans for children with acute health needs. Emphasis is placed on the needs of families when children suffer acute illness/trauma and community resources that can assist them. Critical pathways are used as a basis for exploring needs of children and families. *Prerequisites: NURS 611, NURS 710, NURS 711, NURS 713, NURS 714.*

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### **NURS 644—FPIII: Clinical Management of Complex Health Problems Practicum (3).**

Focuses on the management of complex chronic health care problems in patients across the life span. Emphasizes effective implementation of critical thinking skills for age-appropriate assessment, diagnosis and treatment of chronic health care problems encountered with patients in a variety of family practice settings. *Prerequisites: NURS 605, NURS 610, NURS 630, NURS 631, NURS 632, NURS 633, NURS 660, NURS 723. Concurrent: NURS 640.*

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### **NURS 645—Advanced Nursing of Children II (5).**

Focuses on the emerging role of the advanced practice pediatric nurse and the delivery of primary care within the reconceptualization of the health care system. Involves the synthesis of all prior coursework, application of critical thinking to the clinical arena, implementation of the nursing process and advanced physical assessment skills. Emphasizes tertiary care-based services. *Prerequisites: NURS 611, NURS 643, NURS 710, NURS 711, NURS 713, NURS 714.*

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### **NURS 646—Advanced Practice Role (2).**

Focuses on the emerging role of the advanced practice nurse. Emphasizes role realignment, organizational theory, legal and ethical decisions and management issues in the health care system. *Prerequisites: NURS 611, NURS 643, NURS 710, NURS 711, NURS 713, NURS 714.*

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### **NURS 647—Diagnosis and Management of Common Acute Care Problems (5).**

Provides the basic knowledge and skills necessary to practice at the beginning level as an advanced practice nurse with adult populations in acute care settings. Emphasizes the development of a conceptualization of the role of advanced practice nurses, skills in diagnostic reasoning and clinical decision-making, and the examination of theoretical and empirical bases for advanced nursing practice. Direct practice content focuses on health problems commonly encountered in acutely ill and injured individuals. Indirect practice content focuses on the critical analysis of medical and nursing interventions commonly used with acutely ill adults. Clinical experiences in acute care settings provide opportunities for the development of diagnostic reasoning and beginning management of common acute care problems. *Prerequisites: NURS 605 and NPHY 600. Prerequisites or concurrent: NPHY 601 or NPHY 620 and NURS 723.*

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### **NURS 648—Special Problems in Nursing of Children (1–6).**

Provides alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of nursing of children. *Students may register for varying amounts of credit, ranging from one to three credits per semester, with a maximum of six credits per degree.*

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### **NURS 649—Advanced Nursing of the High-Risk Neonate I (1–6).**

Develops the knowledge and skills necessary in caring for at risk infants in a clinical setting. Emphasis is on the development of a physiological basis for managing care of the high-risk neonate. Concepts presented include embryology, pathophysiology and management. Expands skills in providing and managing care of the high-risk neonate. Role development continues as the impact that the neonatal nurse practitioner has on improving services to high-risk infants and their families within the neonatal intensive care unit is explored. *Prerequisite: NURS 639. Prerequisite or concurrent: NURS 743.*

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### **NURS 650—Brief Individual Therapy (2).**

Introduces selected theoretical constructs and processes from brief individual therapy frameworks and analyzes related strategies derived from these models. Provides the opportunity to analyze and critique relevant research, selected clinical applications to special populations and outcomes associated

with the use of different individual frameworks. Legal and ethical implications of brief individual therapy are discussed. *Prerequisite: NURS 667. Concurrent: NURS 651.*

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### **NURS 655—Orientation to Critical Concepts in Family Therapy (2).**

Provides an orientation to family theory and various methods and techniques of family therapy directed toward the delineation of family systems and the identification of possible directions and methods of effecting changes in such systems. Includes family concepts related to different family therapy theorists and provides an opportunity to begin to identify a personal operating position on family theory and therapy. *Prerequisite or concurrent: NURS 667. Concurrent: NURS 656.*

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### **NURS 656—Practicum in Clinical Concepts in Family Therapy (3).**

Provides an opportunity to apply concepts of family therapy in a variety of clinical settings. Assessments of multiple families are undertaken. Theoretically grounded strategies are utilized and evaluated. Strengths and barriers to the therapeutic use of self in clinical work with families are critically analyzed. *Prerequisite or concurrent: NURS 667. Concurrent: NURS 655.*

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### **NURS 658—Special Problems in Adult Psychiatric Nursing (1–6).**

Provides alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the area of adult psychiatric nursing. *Students may register for varying amounts of credit, ranging from one to three credits per semester, with a maximum of six credits per degree.*

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### **NURS 660—Advanced Health Assessment: Family (1).**

Focuses on the development of advanced practice skills of interviewing and physical assessment in the health care of children from infancy through adolescence. Complements the advanced health assessment of the adult course for the family nurse practitioner students by including the pediatric component. Refines pediatric assessment skills through a variety of learning experiences, including clinical lecture/presentations, laboratory assignments

and guided clinical assessments of patients at age-appropriate clinical sites.  
*Prerequisites or concurrent: NURS 605, NURS 610.*

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### **NURS 661 - Differential Diagnosis of Psychopathology in Children and Adolescents (3).**

Provides the knowledge and skill needed to conduct advanced clinical assessments of children and adolescents with mental disorders. Emphasizes a multi-dimensional process of assessment, including interpretation of psychological and behavioral scales and cultural, legal and referral recommendations onto a comprehensive biopsychological diagnostic formulation and treatment plan. Three hours of fieldwork per week provide experience interviewing children and appropriately documenting findings.

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### **NURS 662—Therapeutic Approaches with Children and Adolescents (2).**

Provides the opportunity to study evidenced-based therapeutic approaches specifically designed for child and adolescent patients. Topics include assessment considerations for treating vulnerable youth, theoretical bases for nursing interventions and review of psychometric instruments. Interventions analyzed include the use of play therapy, behavioral management, crisis intervention, solution-oriented brief therapy, social-problem skill training, aggression management strategies, strength-based assessment/treatment and parent-training skills. *Prerequisite: NURS 661.*

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### **NURS 663—Therapeutic Approaches with Children and Adolescents Practicum (3).**

Focuses on applying concepts of child and adolescent psychotherapy in a variety of clinical settings. Emphasizes theoretically grounded therapeutic strategies that form the basis of assessment, intervention and evaluation of treatment outcomes. Provides the opportunity to collaboratively develop therapeutic contracts and to work with patients in traditional and non-traditional care settings using crisis intervention and therapy strategies specifically designed for children and adolescents. Eight hours of fieldwork per week, integrated with an additional two hours of clinical supervision, provides the opportunity to critique treatment outcomes, evaluate interventions and to examine implementation of therapeutic interventions with children and adolescents. *Prerequisite: NURS 661. Prerequisite or concurrent: NURS 662.*

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### **NURS 664—Therapeutic Interventions with Adults in**



**Behavioral Health Nursing (2).**

Introduces selected theoretical constructs and therapy processes related to brief individual therapy and group therapy frameworks. Provides an opportunity to analyze and critique relevant research, selected clinical applications to special populations and outcomes associated with the use of different frameworks. Legal, cultural and ethical implications of brief individual and group psychotherapy are discussed.

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**NURS 665—Therapeutic Interventions with Adults Practicum (3).**

Provides an opportunity to apply concepts of brief individual and group psychotherapy in a variety of clinical settings. Theoretically grounded brief individual and group therapy strategies form the basis of assessment, intervention and evaluation of treatment outcomes with individuals and therapy groups. Weekly fieldwork, integrated with peer group clinical supervision, provides opportunities to critique treatment outcomes, to evaluate interventions and to examine the use of therapeutic intervention with adults experiencing mental disorders. NURS 666—Biofeedback (3). Focuses on content area of the Biofeedback Certification Institute of America (BCIA) certification examination. Includes basic applied psychophysiology and self regulations, psychophysiological assessment, biofeedback instrumentation, biofeedback training for various conditions and issues of professional practice. Incorporates a wide range of learning activities including lectures, discussions, experiential biofeedback and relaxation training. Provides the opportunity to design brief biofeedback training protocols for patients with selected disorders.

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**NURS 666 - Biofeedback (3).**

Focuses on content area of the Biofeedback Certification Institute of America (BCIA) certification examination. Includes basic applied psychophysiology and self regulations, psychophysiological assessment, biofeedback instrumentation, biofeedback training for various conditions and issues of professional practice. Incorporates a wide range of learning activities, including lectures, discussions, experiential biofeedback and relaxation training. Provides the opportunity to design brief biofeedback training protocols for patients with selected disorders.

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**NURS 667—Clinical Diagnosis of Psychopathology (3).**

Provides advanced skills in the clinical assessment, diagnosis and clinical management of mental disorders. Focuses on understanding the diagnostic DSM IV criteria associated features and behaviors of Axes I and II mental

disorders. Integrates clinical interviewing techniques with the latest knowledge about the biopsychological and social nature of mental disorders. Clinical applications provide opportunities to employ clinical strategies and to interpret assessment data related to the clinical evaluation, diagnosis and management of major mental disorders.

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### **NURS 668—Special Problems in Child Psychology (1-6).**

Provides alternative learning experiences—independent study, development of specific competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the area of child psychiatric nursing. *Students may register for varying amounts of credit, ranging from one to three credits per semester, with a maximum of six credits per degree.*

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### **NURS 669—Primary Care of Women (5).**

Provides the theoretical and clinical foundation for a nurse practitioner to manage health maintenance and nonlife-threatening disruptions specific to women throughout their life span. Collaboration with other health care providers is emphasized. Content includes normal antepartum and postpartum care, contraception, menopause and common gynecological disruptions, including the prevention and treatment of sexually transmitted diseases. *Prerequisites: NURS 611, NURS 619, NURS 620, NPHY 610 for Women's Health Students: Prerequisite or concurrent: NPHY 608.*

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### **NURS 670—Issues in School Health (3).**

Analyzes the roles, responsibilities, current theoretical frameworks and issues of advanced nursing practice related to health promotion, health teaching and maintenance of students in educational settings from kindergarten through college. Focus is on school health in its social, cultural, political, legal and professional context. NURS 671—Epidemiological Assessment Strategies (3). Uses qualitative and quantitative approaches to assess physical and social indicators of public health. Epidemiologic and ethnographic methodologies are stressed, with application to public health problems. Assessment strategies and applications continue the aggregate focus introduced in the core. Builds on the public health principles and practices introduced in the public health nursing specialty curriculum. Prepares students to design programs and address needs identified from an empirically based assessment process. *Prerequisite: NURS 602.*

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### **NURS 678—Special Problems in Community/Public Health**

**Nursing (1–3).**

Provides alternative learning experiences: independent study, development of special clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of community/public health nursing. *Students may register for varying amounts of credit, ranging from one to three credits per semester, with a maximum of six credits per degree.*

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**NURS 679—Advanced Practice Roles and Health Care Delivery Systems (2).**

Supports, expands and applies clinical expertise to clinical role functioning. The focus of this course is application and analysis of theories and research used by advanced practice nurses to increase effectiveness of role functions. Students participate in selected health care settings for a practicum experience and work closely with agency and faculty mentors in evolving their role and related skills in education, clinical practice, management, consultation and research. *Prerequisites: NPHY 600, NPHY 601, NPHY 620, NURS 605, NURS 647, NURS 723, NURS 726.*

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**NURS 680—Curriculum Development in Nursing (3).**

Factors that determine content and organization of curricula in schools of nursing and health care agencies are identified and implications analyzed. Principles and processes of curriculum development are addressed from the standpoint of initiating and changing curricula. Curriculum components serve as unifying threads as students study and actually develop a curriculum. Systematic evaluation of the curriculum is explored.

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**NURS 682—Practicum in Teaching in Nursing (3).**

Experience in clinical and classroom settings promotes the opportunity for development and increased skill in the total teaching/learning process. Effectiveness in the nurse educator role is emphasized. Placement in junior colleges, baccalaureate programs or professional development settings is arranged according to track selected. *Prerequisite or concurrent: NURS 680.*

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**NURS 683—Practicum for Advanced Clinical Practice (4).**

Supervised experience is provided by each clinical program to prepare the graduate student to function in advanced practice roles. Placement may be in community or home settings, chronic and long-term care facilities and critical care areas. *Prerequisites: NURS 621, NURS 622, NPHY 600. Concurrent: NURS 755.*



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**NURS 685—Instructional Strategies and Skills (3).**

Builds on content of teaching/learning theory and focuses on the analysis and development of teaching/learning strategies and skills in nursing education. The relationship of content and learning style to instructional method is considered, with particular attention given to the selection, preparation and use of media and modes appropriate to teaching in nursing. A mini-teaching approach is used to demonstrate student-teacher performance in a variety of teaching strategies. Techniques for the evaluation of teacher and student are examined. *Prerequisite: NURS 680 or by permission of instructor.*

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**NURS 686—Principles and Practices of Client/Family Teaching (3).**

Focuses on principles and practices of client/family teaching that facilitate the behaviors required to maximize the health potential of those experiencing acute or chronic illness. Consideration is given to the entire process of client/family teaching during the illness episode. The influence of values, attitudes and beliefs on compliance is explored. Opportunities are provided to develop client/family teaching plans according to each student's area of interest.

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**NURS 688—Special Problems in Nursing Education (1–6).**

Develops further competencies in teaching through independent study. *Students may register for one to three credits per semester, with a maximum of six credits per degree.*

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**NURS 689—Special Problems in Clinical Specialization (1–6).**

Independent study in any area of clinical specialization. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree.

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**NURS 690—Managerial Health Finance (3).**

Focuses on the role and responsibility of the administrator in fiscal management of health care institutions in both the public and private sectors. Training is provided in resource management and accountability. Conceptual and practical issues related to health care economics, financial management and budget preparation are stressed. *Prerequisite: NURS 606.*

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### **NURS 691—Organization Theories: Application to Health Service Management (3).**

Serves as a foundation for other curriculum offerings in administration. The content is based upon social science theories and the administrative elements of planning, organizing, leading and evaluating, especially as these are evident in the organizational setting. Management principles are outlined and issues related to organizational behavior in the health care industry are discussed. A realistic focus is developed through the use of simulation, small group exercises, self-assessment instruments and audio-visual aids.

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### **NURS 692—Nursing and Health Service Administration (3).**

Focuses on professional and organizational dynamics of administration such as strategic planning, resource analysis, quality improvement, grievance and labor relations and prototypic technology, that impact future health care systems. Case analysis is used to ensure analytical thinking and relevancy. Business planning is used to stimulate the thoughtful development and analysis of decisions designed to guide organizational futures. *Prerequisite: NURS 691.*

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### **NURS 694—Theory and Practice in Nursing and Health Service Administration (4).**

Emphasizes preparation for first or middle management nursing positions. Provides exposure to administration leadership in a real-world setting through faculty-arranged precepted administrative experience (minimum of 120 hours) in settings that include hospitals, primary care, long-term care, managed-care organizations and nurse-managed centers. Two-hour weekly seminars integrate theory into practice. *Prerequisites: NURS 690, NURS 691, NURS 692, NURS 736.*

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### **NURS 695—Theory and Practice in Nursing and Health Service Administration (Advanced) (4).**

Emphasizes preparation for advanced or executive leadership and management responsibilities in a selected health care delivery system. Professional goals and learning needs are identified and personal and program objectives are negotiated with a preceptor and faculty to prepare for an executive nursing administration position. Students spend a minimum of 120 hours in the field agency and attend a two-hour seminar each week. *This capstone course is designed for students with two or more years of formal*

*nursing administration experience. Prerequisites: NURS 690, NURS 691, NURS 692, NURS 736.*

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### **NURS 696—Maryland State Health Policy and Nursing (3).**

Provides an in-depth understanding of the Maryland State Legislature and its impact on the nursing profession and health policy. Provides an understanding of the forces that impact cost, access and quality of health care. Focuses on the organization of health advocacy organizations, the dynamics between the executive, legislative and regulatory branches of government, the different leadership strategies of legislators who are nurses and the organizational dynamics of policy-makers. Analyzes major issues of political systems, the policy-making process and the impact of each on the nursing profession. Class meets in Annapolis during the legislative session. *Prerequisite: NURS 606.*

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### **NURS 697—Nursing and Health Policy Theory (3).**

Focuses on the analysis, formulation and implementation of health policy viewed from a historical perspective with an examination of selected current issues in nursing and health care. Attention is given to the role of nurses in influencing policy decisions and to socializing graduate nursing students to policy roles. The role of nurse policy analyst is examined in depth, and nurses employed in this role are interviewed to determine how nursing background and experience contribute to their effective functioning in the health policy arena. *Prerequisite: POSI 601. Concurrent: ECON 652 and POSI 603.*

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### **NURS 698—Special Problems in Nursing Administration (1-6).**

Develops further competencies in the area of administration through independent study. *Students may register for one to three credits per semester, with a maximum of six credits per degree.*

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### **NURS 699—Theory and Practice in Nursing-Health Policy (1-6).**

Provides the opportunity to enhance policy-related skills through observation and direct participation in the policy process within a governmental or private agency that deals with health care issues. Placement is in accord with students' special policy interests in the nursing/health care field. Course content and seminar discussion build on policy sciences, health economics and health services research. This capstone course integrates a professional nursing perspective with a policy analyst role. *Prerequisite: NURS 697.*



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### **NURS 701—Science and Research for Advanced Nursing Practice (4).**

Focuses on the acquisition, evaluation and interpretation of information designed to link nursing theory and science as a foundation for advanced nursing practice. Working from a body of literature related to broad and middle range theoretical frameworks, the course includes active involvement in an ongoing program of research critique with emphasis on applications to and implications for nursing practice, consideration of the usefulness of selected theories and research for relevance to nursing practice and the development of beginning skills to undertake selected research activities.

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### **NURS 704—Program Evaluation in Nursing (3).**

Introduces various models and approaches available for the evaluation of nursing programs in both educational and service settings. Focuses on the components of various models, their relative strengths and weaknesses and their utility for the evaluation of nursing programs. Opportunities to assess program evaluation efforts in nursing are also provided. Prerequisite: permission of instructor.

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### **NURS 706—Primary Care of Women: Introduction to Nurse-Midwifery (3).**

Provides theoretical and practical preparation to provide women with safe and effective nurse-midwifery care for common health problems. Applies the nurse-midwifery management process and model, which incorporates current theories, evidence-based research and clinical experiences relevant to nurse-midwifery, to the provision of primary care to women. Focuses on advanced health assessment techniques used by nurse-midwives in the management of common health problems and the role of the nurse-midwife as a provider of primary health care. *Prerequisite: NURS 605.*

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**NURS 708—Special Problems in Nursing Research (1–6).** Develops further research competencies through independent study. Registration upon permission of instructor. *Variable amounts of credit, ranging from one to three per semester may be taken, with a maximum of six credits per degree.*

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### **NURS 709—Managed Care Services (3).**

Provides an analysis of the health care environment relative to managed care. Evaluates patient service models, techniques for resource identification and acquisition, and methods to standardize and evaluate care. Provides a frame of reference for understanding case management from an organizational and administrative process prospective. *Prerequisite: NURS 691.*

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### **NURS 710—Health Supervision of the Well Child I (3).**

Provides the beginning preparation to assume the role of primary care provider for children 0–10 years of age. Provides an in-depth analysis of theories and behaviors relevant to health promotion and the advanced practice role. Normal growth and development is emphasized. The role of the advanced practice nurse as an educator is highlighted. *Prerequisite: NURS 611.*

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### **NURS 711—Health Supervision of the Well Child II (3).**

Provides the beginning preparation to assume the role of a primary care provider for adolescents. Normal growth and development are emphasized. The role of the advanced practice nurse as a collaborator and researcher is highlighted. *Prerequisite: NURS 710.*

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### **NURS 712—Quality in Health Care (3).**

Presents a comprehensive practical overview of the concepts, tools and organizational models used to improve the quality of all products and services in health care. Concepts, principles and philosophies are illustrated with applications from the clinical setting. Content is relevant to all nurses who will provide leadership in clinical practice, management or education.

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### **NURS 713—Common Health Problems of Children I (3).**

Focuses on selected health problems of children frequently encountered in ambulatory settings and the underlying alterations in health equilibrium. Emphasis is placed on problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention. *Prerequisite: NURS 611.*

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### **NURS 714—Common Health Problems of Children II (3).**

Focuses on selected health care problems of children and the underlying alterations in health equilibrium. The problems considered are of a more complex nature than those studied in NURS 713 and more prevalent in older children and adolescents. Problem identification, application of appropriate

regulatory processes and evaluation of the effectiveness of intervention are emphasized. *Prerequisites: NURS 611 and NURS 713.*

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### **NURS 715—Advanced Primary Care of Children (5).**

Designed to integrate and synthesize the material from all previous coursework and new concepts relevant to the pediatric nurse practitioner in primary care. Clinical experiences require the assumption of a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team.

*Prerequisites: NURS 611, NURS 710, NURS 711, NURS 713, NURS 714.*

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### **NURS 716—Diagnosis and Management in Adult Primary Care II (4).**

Focuses on the skills necessary to diagnose and manage the complex health care needs of adults in primary care settings. Diagnostic reasoning skills in clinical decision-making are refined. Specific attention is paid to role issues relative to primary care nurse practitioners. *Prerequisites: NURS 619 and NURS 620. Concurrent: NURS 717.*

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### **NURS 717—Clinical Practicum in Primary Care II (5).**

Provides the opportunity to function as an adult nurse practitioner in primary care settings with adults who have complex health problems. Synthesizes and integrates previously learned concepts to promote the health of adults and develop more independent diagnosis and management of patients with multisystem problems. *Prerequisites: NURS 619 and NURS 620. Concurrent: NURS 716.*

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### **NURS 718—Women's Health Advanced Practice Nursing (6).**

Provides the opportunity to provide care to women with complex health problems across the life span. Focuses on implementing advanced practice concepts for nursing care, theoretical models and nursing role for the advanced practice women's health nurse practitioner in a variety of settings, including high-risk perinatal centers, ambulatory women's health centers, home care settings or school-based centers.

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### **NURS 719—Clinical Aspects of Drug Abuse (3).**

Emphasizes information on commonly misused and abused psychoactive drugs, the genesis of addiction, the clinical expression of addiction and the



use of various types of intervention, therapies and supports. A one credit clinical practicum is designed to enhance the care of patients who misuse or are addicted to alcohol, tobacco and other drugs.

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### **NURS 720—Dual Diagnosis in Substance Abuse Nursing (3).**

Focuses on the understanding, evaluation and treatment of psychiatric problems (depression, anxiety disorders, manic-depressive illness, personality disorders) most commonly co-morbid with problems of substance abuse. Emphasizes the development of treatment plans and nursing interventions based on the nature of the dual diagnosis and individual patient needs.

*Prerequisite: NURS 607 or NURS 719.*

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### **NURS 723—Clinical Pharmacology and Therapeutics (3).**

Provides advanced knowledge of commonly prescribed pharmacologic agents. Rationales for the use of pharmacologic agents in the treatment of selected health problems are presented. Clinical considerations for drug selection and initiation, maintenance and discontinuation of drug treatment are examined. Legal requirements and implications for pharmacotherapy are reviewed.

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### **NURS 724—Special Problems (3).**

Provides the opportunity to study a topic of interest within nursing and includes classes on a variety of special interest topics of an interdepartmental nature.

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### **NURS 725—Interdisciplinary Preventive Care (3).**

Addresses prevention of chronic health conditions among selected populations in rural or urban areas. Students from programs in nursing, social work, physical therapy, occupational therapy, public health, health education and respiratory therapy work as team members to develop interdisciplinary interventions to improve the health of clients in Head Start programs and senior citizen centers. As students collaborate, they explore the ways in which interdisciplinary teams function as well as their advantages and disadvantages. Collaboration includes the use of an Internet-based class Web site and team projects and assignments.

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### **NURS 726—Diagnosis and Management of Complex Acute Care Problems (4).**

Provides the advanced knowledge and skills necessary to function as an acute

care practitioner. Promotes refinement of skills in assessment, diagnostic reasoning and clinical decision-making, development of, as well as implementation of nursing interventions for critically ill patients. Analyzes the emerging role of the acute care nurse practitioner within the legal constraints of the health care delivery system. Examines the theoretical and empirical basis for diagnosing and managing adult patients with complex acute care problems. Clinical experiences focus on collaborative care of adult patients with complex health problems. *Prerequisites: NURS 605, NURS 647, NURS 723.*

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#### **NURS 727—Advanced Acute Care Management (4).**

Emphasizes increased independence in the assessment, diagnosis and management of acutely ill adults with multisystem problems. Clinical experiences and seminar sessions are designed to assist in the integration and synthesis of previously learned concepts in managing acutely ill adults across the continuum of acute care. Emphasis is on increased independence and decision-making in an interprofessional environment. Clinical and professional practice issues are explored. *Prerequisites: NURS 605, NURS 647, NURS 723, NURS 726, NPHY 600, NPHY 601.*

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#### **NURS 728—Legal and Regulatory Issues in Nursing (2–3).**

Presents an overview of the legislative, regulatory and judicial systems of national and state governments as sources of health care law. Selected court decisions that include nursing malpractice, patients' rights, informed consent, termination of treatment and assisted suicide are discussed. Class time will be allocated to research laws affecting health care providers in the Annotated Code of Maryland and the Code of Maryland Regulations. Students meet with representatives to the Maryland General Assembly and attend a legislative hearing. *Variable credit: 2 credit seminar, 1 credit special project.*

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#### **NURS 729—Essentials of Managed Care (3).**

Provides an overview of concepts and principles fundamental to understanding a system dominated by managed care. The health care environment, pertinent organizational structures, financing arrangements, disease management strategies and accreditation mechanisms are examined. Emphasizes nursing implications, public policy reform initiatives and ethical dilemmas. *Variable credit: 2 credit seminar, 1 credit special project.*

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#### **NURS 730—Environmental Health (3).**

Provides an overview of environmental areas for study, emerging environmental issues, major health hazards and identification of

responsibilities for advanced practice nurses and other health professionals. Reviews the history of environmental health legislation and regulatory agencies. Uses a framework for analyzing major environmental health issues to explore how the environment can influence health. Recognition of the need for interdisciplinary teamwork in assessment, diagnosis and community-wide or population-based health promotion/disease prevention interventions is highlighted.

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### **NURS 731—FP IV: Integrative Management of Primary Health Care Problems (2).**

Emphasizes the multi-faceted implications of the role of the advanced practice nurse. Provides the forum for addressing role issues encountered in primary care settings, comparing clinical experiences, implementing marketing strategies and clarifying professional licensure/certification/practice requirements. Integrates the management of acute and chronic health care problems. *Prerequisites:* NURS 605, NURS 610, NURS 630, NURS 631, NURS 632, NURS 633, NURS 640, NURS 644, NURS 660, NURS 723. *Concurrent:* NURS 741.

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### **NURS 732—Program Development and Evaluation in Community/Public Health Nursing (3).**

Focuses on the systematic inquiry of the foundations of advanced community/public health nursing practice. Emphasizes the assessment, implementation and evaluation of community-focused health promotion/disease prevention programs and projects. Grant writing process is discussed in relation to resources needed to develop and maintain programs. *Prerequisite:* NURS 701. *Prerequisite or concurrent:* NURS 602, NURS 671.

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### **NURS 733—Leadership in Community/Public Health Nursing (3).**

Focuses on integration and application of principles of leadership, management, program planning, implementation and evaluation in population-based efforts to provide affordable quality care. Special emphasis is placed on the practical skills needed for the community/public health nurse to succeed as a leader and manager in the current domestic and international health care environment. *Prerequisites:* NURS 602, NURS 671, NURS 732, NURS 733, NURS 671, NURS 762.

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### **NURS 734—Advanced Diagnosis/Management of the Older Adult (7).**



Develops the ability to assess, diagnose and treat the older adult in a variety of settings. Focuses on more independent diagnosis and management of patients with complex or multiple problems. This course consists of parallel clinical experience and seminar sessions that are designed to assist in integrating and synthesizing previously learned concepts in the care of the older adult in long-term care and ambulatory-care settings. *Prerequisites:* NPHY 614, NURS 605, NURS 634, NURS 636, NURS 723.

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### **NURS 735—Applied Toxicology (3).**

Surveys the principles of toxicology that pertain to human health and the environment. Includes the historical background of toxicology; principles of absorption, distribution, metabolism and elimination; effects of toxic agents, food additives and pollutants with effects on general and susceptible populations; comparative effects on other animal populations; risk communication and the integration of these principles into public health practice. Provides knowledge and working insight into toxic environmental hazards that can affect the diverse human populations that are served by community health nurses and other public health professionals. Uses an interdisciplinary approach to meet course objectives.

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### **NURS 736—Information Technology in Nursing and Health Care (3).**

Fosters the use of computerized systems in nursing administration, education, research and clinical practice. Emphasizes information technology and an understanding of computer hardware and software technology. Social, ethical and legal issues associated with information technology in a health care environment are stressed. Opportunities to use selected computer application packages to synthesize principles of computerized administrative and clinical systems to propose solutions to existing concerns in nursing are provided.

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### **NURS 737—Concepts of Nursing Informatics (3).**

Emphasizes the skills of information technology applications and the principles and practices of nursing and health care informatics. Utilizes the organizing framework introduced in NURS 736 and incorporates themes of social context, technology, information and nursing and health care. Explores system selection, implementation, research and evaluation. Considers organizational theories in relation to information system planning, implementation and evaluation. Examines the analysis of health care data and its language, the management of ongoing information systems for health care and the use of technology standards in system development. Analyzes the impact of information systems on health provider roles and on emerging information technology roles. Learning activities include development of an RFP for an

appropriate information system to meet identified health care needs, planning the implementation of an information system and identifying the impact of select trends on the design of health care information systems. *Prerequisites: NURS 691 and NURS 736.*

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### **NURS 738—Practicum in Nursing Informatics (3).**

Involves precepted practicum experiences in selected agencies/corporations (health care agencies, vendor corporations or consulting firms) that reinforce and enhance the skills needed to analyze, select, develop, implement and evaluate information systems that impact nursing and health care. Emphasizes experience in project management, consultation, user interface, systems design, evaluation of system and role effectiveness and application of research skills. An average of eight hours a week (96 hours total) is spent in the practicum experiences. A two-hour interactive seminar held every other week provides the opportunity to share practicum experiences and receive feedback in analyzing activities. *Prerequisites: NURS 691, NURS 736, NURS 737.*

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### **NURS 739—Issues in Home Health Care (2-3).**

Examines trends and issues in home health care, including evolution and utilization of home health services, cost/quality issues, care coordination and case management, family caregiving, legal and ethical aspects of home care and home care research. Provides opportunities to analyze ethical issues in relation to theoretical frameworks that guide nurses' decision-making, compares care coordination, case management and continuity and examines the role of family caregiving and cost/quality issues. Research studies related to the issues and Internet sites that may be useful to nurses in home care are critiqued. *Variable credit: 2 credit seminar, 1 credit special.*

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### **NURS 740—Advanced Practice Clinical Internship in Behavioral Nursing (3).**

Provides opportunities to enact the advanced practice psychiatric mental health nurse role, as outlined by the American Nurses Association, applying theoretical information and experiential learnings from all previous coursework under the guidance of a clinical preceptor. Clinical conference sessions are designed to augment clinical work in the diagnosis and clinical management of patients and to serve as the basis for providing quality psychiatric mental health care for individuals, families, groups and special populations. *Prerequisites: NURS 605, NURS 667, NURS 751, NURS 752 and one clinical course segment.*

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### **NURS 741—FP IV: Integrative Management of Primary Health Care Problems Final Practicum (7).**

Focuses on preparing family nurse practitioner students to function independently at a beginning level of practice in a variety of primary care settings. Individualized practice with designated preceptor(s) provides the integrative clinical experiences necessary to refine specialized knowledge and skills in family practice and selected primary care settings. *Prerequisites:* NURS 605, NURS 610, NURS 630, NURS 631, NURS 632, NURS 633, NURS 640, NURS 644, NURS 660, NURS 723. *Concurrent:* NURS 731.

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### **NURS 742—Primary Care of the High-Risk Neonate (3).**

Provides the skills necessary to provide primary health care to high-risk infants in the home and at follow-up clinics. Course material includes detailed physical assessment skills of the infant through the first year of life. The clinical component includes preparation for discharge, community resources, home visits and experience in the ambulatory setting. Small group clinical seminars focus on critical analysis of primary health care issues for the high-risk infant in the home and follow-up clinic. Through clinical practice, advanced clinical skill in the assessment, intervention and management of the high-risk infant after discharge from the acute care setting through the first year of life is demonstrated. *Prerequisites:* NURS 639, NURS 649, NURS 743.

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### **NURS 743—Neonatal and Pediatric Pharmacology (3).**

Focuses on providing in-depth knowledge of commonly prescribed pharmacological agents used in the care of healthy and high-risk neonates, children and adolescents. Rationales for the use of the various pharmacological agents in the treatment of selected health problems are also presented. Clinical considerations in drug selection, as well as initiation, maintenance and discontinuation of pharmacotherapy are examined. Legal requirements and implications for pharmacotherapy are reviewed.

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### **NURS 745—HIV/AIDS in Correctional Settings (3).**

Presents the pathophysiological basis of HIV/AIDS, epidemiology, including prevalence and incidence in the prison population, primary and secondary prevention, and development and management of common HIV/AIDS-associated opportunistic infections. Establishes the foundation for designing and implementing appropriate nurse interventions for patients in the correctional health settings. Class content incorporates dealing with health care worker exposure, public policy, application of correctional health standards, legal issues, the effect of meeting the needs of HIV/AIDS inmates in the correctional setting and future directions for development of



treatments. Provides the opportunity to participate in an observational clinical experience in AIDS care.

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### **NURS 746—Psychopathology in Correctional Settings (3).**

Focuses on the psychiatric disorders most frequently encountered in those individuals in the correctional system. Multiaxial DSM diagnoses are reviewed in relation to this population. Differences between assessment for determining competence to stand trial and existence of mental illness are discussed. Focuses on the high incidence of violent behavior and substance abuse in both juvenile and adult offenders and treatment approaches. Special consideration is given to pharmacotherapeutics, related patient observations and variations in treatment related to the setting.

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### **NURS 747—Practicum in Correctional Health (3).**

Provides the opportunity to function at a beginning level as an advanced practice nurse in the appropriate specialty area within correctional health nursing. Focuses on refining physical and psychosocial assessment skills within the unique setting of the correctional system, and working with inmates who are at high risk for complex medical, as well as psychiatric, disorders. *Prerequisite or concurrent: NURS 678. Prerequisite: At least one clinical management course in behavioral and community health or the adult primary care specialties.*

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### **NURS 748—Advanced Nursing of the High-Risk Neonate II (1-7).**

Continues the development of the role of the advanced practice nurse in the management of normal and high-risk families and infants. Focuses on the continued development of the knowledge, skills and attitudes needed for expert physical and psychosocial assessment of high-risk neonates and their families. Special emphasis is placed on conditions and situations common to the neonate experiencing complications. Focuses on the acquisition of the psychomotor skills required for the care of high-risk neonates. *Prerequisites: NURS 639, NURS 649, NURS 743.*

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### **NURS 749—Advanced Nursing of the High-Risk Neonate III (1-6).**

Focuses on continuing to manage care of the high-risk neonate with an emphasis on developing collaborative relationships with other members of the health care team in a clinical setting. Continuing discussion of the advanced practice role is also completed in this course. *With completion of this course*

and NURS 742, all requirements specified by the National Certification Corporation (NCC) for the certification examination as a neonatal nurse practitioner are met. *Prerequisites: NURS 639, NURS 649, NURS 743.*

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### **NURS 751—Psychopharmacology (3).**

Provides advanced knowledge of commonly prescribed psychopharmacologic agents. Pathophysiologic theories of the etiology of psychiatric disorders are reviewed. Rationales for the use of specific pharmacologic agents in the treatment of selected disorders across the life span are addressed. Examines distinguishing characteristics of various psychotropic medications and clinical considerations in the selection, initiation, maintenance and discontinuation of drug treatment. Legal, ethical and cultural implications of pharmacotherapy are also critically reviewed. *Prerequisite: NURS 667. Concurrent: NURS 752.*

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### **NURS 752—Neurophysiology of Mental Disorders (2).**

Introduces the neurobiological aspects of psychiatric disorders. Builds from a review of basic neuroscience, including neuroanatomy, neurophysiology and psychoneuroimmunology, to a study of selected functional systems of the brain. Current neurobiological research on selected psychiatric disorders is described. The fundamentals of neuroimaging, EEG and other neurodiagnostic approaches are discussed.

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### **NURS 753—Practicum in Leadership in Community/Public Health Nursing (4).**

Provides an opportunity to synthesize and apply knowledge acquired in nursing core and community health courses during this 150-hour capstone clinical course. Provides an opportunity to develop leadership skills. Involves a precepted clinical public health nursing leadership placement, an analysis of leadership experience and the completion of a project. Projects may involve developing a new program initiative, planning for change in an organization's activities, evaluating an activity, analyzing a leadership or policy issue, analyzing and evaluating health promotion/disease prevention outcomes or participating in a community development initiative. Seminars related to clinical experience are held every other week for two hours. *Prerequisites: NURS 602, NURS 671, NURS 701, NURS 732, NURS 733, NURS 761, NURS 762.*

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### **NURS 754—Psychopharmacology for Children and Adolescents Seminar (1).**

Provides the opportunity for case study discussion on the use of

psychopharmacologic agents with children and adolescents, using applied practicum cases at an advanced level. Emphasis is placed on integration of theory and practice and in-depth examination of the modifications in psychotropic drugs required for children and adolescents. Current research, ethical and legal issues surrounding the use of psychopharmacology with children is emphasized. *Prerequisite: NURS 661. Prerequisites or concurrent: NURS 751, NURS 752.*

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### **NURS 755—Families in Crisis: Theory and Intervention (3).**

Introduces the systems theory orientation for understanding human functioning within a family system, with an application of this orientation to personal, patient/family and health care delivery systems. The family is the unit of study, with systems theory analyzed and applied to clinical issues and situations in various health care settings (acute, chronic, inpatient, outpatient and long-term care facilities). Clinical intervention with families and supervision are components of this course.

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### **NURS 756—Family Seminar I (1).**

Explores theories, concepts and challenges relevant to the study of the functional family. Focus is on the health needs of families in primary care settings, with examples drawn from the student's clinical practice. Emphasis is on promoting and providing care within a family framework. *Prerequisites or concurrent: NURS 611, NPHY 610.*

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### **NURS 757—Family Seminar II (1).**

Focuses on common issues and problems facing families with special needs across the life-span. Emphasis is placed on the application of theories, concepts and research to meet the families' needs and to provide care within a family framework. *Prerequisites: NURS 713, NURS 756.*

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### **NURS 758—Practicum in Family Health I (3).**

Focuses on preparing the student to function independently at a beginning level in a primary care setting. Individualized practice with a designated preceptor provides the clinical experience necessary to refine specialized knowledge and skills in family practice and selected primary care settings. *Prerequisites: NURS 619, NURS 620, NURS 669, NURS 713, NURS 714 or concurrent: NURS 759.*

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**NURS 759—Violence as a Health Care Problem in America (2).**

Provides students with the opportunity to identify and analyze the issue of violence and how violence influences health care and society. Includes theoretical approaches to the study of violence, clinical manifestations of various forms of violence and interventions at the individual, family and societal levels. Specific topics include family violence, rape and sexual assault, stranger assault, violent patients, violence to patients and societal aggression and violence.

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**NURS 760—Aging and Cinema: A Contemporary Approach (3).**

Focuses on critically and creatively exploring predominant themes related to aging. Many of these concepts—loneliness, reconciliation, dying, sexuality and changing relationships—have been vividly portrayed in contemporary films. The predominant instructional device for this course is film, but works of literature, both contemporary and classic, are included. Selected readings from the professional literature are incorporated to make the content more relevant to an interdisciplinary audience.

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**NURS 761—Populations at Risk in Community/Public Health (3).**

Focuses on the mission of public health and the various organizations that support the responsibilities of public health at the international, national and local levels. Processes and dynamics, such as family systems, support and risk communication, that influence public health and populations at risk are explored. A risk assessment analysis is used to select a population at risk. Factors that influence the effectiveness of health promotion/disease prevention programs and projects targeted to aggregates, families and populations are analyzed. Responsibilities of community/public health clinical nurse specialists are explored in relation to core public health functions: assessment, policy development and assurance. *Prerequisite: NURS 602.*

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**NURS 762—Practicum in Program Development and Evaluation in Community/Public Health Nursing (3).**

Focuses on the assessment of health needs of a specific community. An implementation and evaluation plan to meet the needs of the community is developed and implemented during this clinical course. *Prerequisite: NURS 701. Prerequisites or concurrent: NURS 602, NURS 671, NURS 732.*

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**NURS 765—Nursing Education: Ways of Knowing (3).**

Fosters knowledge, competencies and attitudes essential for a career as a teacher of nursing in baccalaureate, associate's degree, staff development and/or patient education programs. Assists students interested in any of the practice areas of nursing education as they begin to examine the assumptions that support their practice. Explores the many ways in which we learn about the world. Examines traditional ideas about learning and cognition, emphasizing emerging concepts that are particularly applicable to nursing. Participants examine how people learn to think critically, make decisions, manage their own learning and apply that knowledge to nursing. Investigates common cognitive problems related to illness, developmental learning, illness and motivation, social influences on learning and methods for assessing performance.

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**NURS 766—Managed Care Organizations (5).**

Focuses on the synthesis of administrative concepts and principles in managed care environments. Involves working with a preceptor at the administrative/leadership level of a managed care organization to identify, define and conduct an analysis that addresses an organizational opportunity to problem-solve or enhance clinical/administrative objectives. Emphasis is placed on the development of an increased understanding of the complexity of managed care organizations and integral assets such as information systems, marketing, contracts and the formation of integrated delivery systems. *Prerequisites: NURS 691, NURS 709, NURS 736. Includes a four credit practicum.*

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**NURS 771—Primary Care of Women II: Antepartum Midwifery (4).**

Provides theoretical and practical preparation to provide women with safe and effective nurse-midwifery care during an essentially normal pregnancy. Applies the nurse-midwifery management process and model, which incorporates current theories and evidence-based research and clinical experience relevant to nurse-midwifery, to the provision of care to healthy women and women at risk. Focuses on health promotion, addresses risk assessment of deviations from normal in pregnancy and addresses collaboration with other health professionals. *Prerequisites: NPHY 608, NURS 605, NURS 778. Concurrent: NURS 723, NURS 779.*

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**NURS 772—Issues in International Health and Nursing (3).**

Uses the World Health Organization (WHO) concept of primary health care as a framework for focusing on health in developing countries. Explores environmental, sociocultural, political and economic factors influencing health in developing countries, discusses parallels and contrasts with industrialized countries and applies the principles of primary health care to understand strategies for improving health. Experiential learning is emphasized along with lectures, discussion, readings and films.

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### **NURS 773—Intercultural Nursing I (3).**

Provides an opportunity to explore cross-cultural considerations that affect the provision of nursing services for select populations. Explore culturally universal themes and core concepts that influence health beliefs and behaviors. Analyzes current issues involved in community-based care with culturally diverse groups. The professional nurse's role in meeting the health care needs of individuals, families and groups in the community is addressed.

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### **NURS 774—Intercultural Nursing II (3).**

Examines factors that limit individual and family use of health interventions with particular emphasis on language, stressors affecting the management of health concerns and characteristics of health services that are impediments to their use. Particular emphasis is given to facilitating communication with clients and promoting the use of available services with respect for cultural health practices.

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### **NURS 775—Home Health Care Nursing (3).**

Provides an in-depth orientation to clinical nursing practice in the home setting. Builds on theory and learning experiences provided in the clinical major. Prototypical care plans for individuals with selected health problems or risk factors are developed. Emphasis is placed on the nurse as care finder and care manager in the home. Field experiences for observation and evaluation are required. *Prerequisite: First-level clinical course.*

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### **NURS 776—Intercultural Nursing III (3).**

Enhances the analytic and comparative skills of the intercultural nursing student through a study of community health nursing services for culturally diverse groups. Policy issues, standards of care, informed choice and consent as well as social-cultural norms are considered. Provides opportunities to apply analytical and planning skills to the problems identified among culturally diverse groups regarding access to and utilization of health services.

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### **NURS 778—Primary Care of Women III: Gynecological Midwifery (4).**

Provides theoretical and practical preparation to provide safe and effective nurse-midwifery care to essentially healthy non-pregnant women throughout the life-span. Applies the nurse-midwifery management process and model, which incorporates current theories, evidenced-based research and clinical experiences relevant to nurse-midwifery, to the provision of care to healthy women and to women at risk who seek gynecologic care including family planning, preconception counseling, late postpartum care, perimenopausal and menopausal care and care for sexually transmitted diseases and reproductive tract infections. Emphasizes health promotion, appropriate screening, cultural sensitivity and family-centered care. *Prerequisite or concurrent: NURS 605.*

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### **NURS 779—Primary Care of Women IV: Birth/Newborn Midwifery (7).**

Provides theoretical and practical preparation to provide women with safe and effective nurse-midwifery care during an essentially normal labor, birth and postpartum period. Provides theoretical and practical preparation to provide an essentially healthy newborn with safe and effective nurse-midwifery care during the immediate post-birth period. Applies the nurse-midwifery management process and model, which incorporates current theories, evidence-based research and clinical experience relevant to nurse-midwifery, to the provision of care to healthy women and newborns. Includes risk assessment and collaboration with other health professionals. *Prerequisites: NPHY 608, NURS 605, NURS 778. Concurrent: NURS 723, NURS 771.*

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### **NURS 780—Midwifery Professional Roles (2).**

Provides theoretical and practical analyses of the professional role of the certified nurse-midwife. Addresses the history of nurse-midwifery, components of the nurse-midwifery role, the administrative and economic issues of nurse-midwifery practice, legislative and regulatory issues, collaboration with other professions and legal and ethical issues in nurse-midwifery practice. *Prerequisites: NPHY 608, NURS 605, NURS 706, NURS 723, NURS 771, NURS 778, NURS 779. Concurrent: NURS 782.*

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### **NURS 781—Advanced Assessment of Computer-Assisted Instruction (3).**

Explores the psychological underpinnings of computer-assisted instruction and challenges the participants to apply those theories in the development of

working products. Introduces several software authoring products available on the market (e.g., Authorware, Toolbook, Hyper-Card), and focuses on Hyper Text Markup Language (HTML), the language that forms the basis of the phenomenon known as the World Wide Web. Media-rich interactive programs in HTML are produced and made available on the World Wide Web. *Prerequisite: NURS 685 or permission of instructor.*

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### **NURS 782—Primary Care of Women V: Complex Midwifery (3).**

Provides theoretical and practical preparation to provide safe and effective nurse-midwifery care to women and newborns who are at risk or require complex care. Applies the nurse-midwifery management process and model, which incorporates current theories, evidence-based research and clinical experiences relevant to nurse-midwifery, to the provision of care to women and newborns and to women during pregnancy, childbirth, the postpartum period and throughout the lifespan. Emphasizes an enhanced research-based knowledge of perinatal and gynecological complications, triage, risk assessment and collaborative practice. *Prerequisites: NPHY 608, NURS 605, NURS 706, NURS 723, NURS 771, NURS 778, NURS 779. Concurrent: NURS 780.*

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### **NURS 783—Primary Care of Women VI: Midwifery Integration (7).**

Concludes the theoretical and practical preparation to provide safe and effective nurse-midwifery care both to healthy women, with a focus on the childbearing years, and to healthy newborns, as well as to women and newborns who are at risk or in need of complex care. Focuses on the assumption of direct responsibility for the management or co-management, collaboration or referral as appropriate, of the patient's obstetrical and gynecological or neonatal care. Applies the nurse-midwifery management process and model, which incorporates current theories, evidence-based research and clinical experiences relevant to nurse-midwifery, to the provision of care. Applies the knowledge acquired during previous coursework and clinical practice in a collaborative, independent, comprehensive and safe manner with preceptors and faculty who serve primarily as resources to confirm or augment management plans. *Prerequisites: NPHY 608, NURS 602, NURS 606, NURS 701, NURS 706, NURS 723, NURS 771, NURS 778, NURS 779, NURS 780, NURS 782.*

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### **NURS 784—Information Technology Project Management (3).**

Provides a managerial perspective to methodologies, procedures and politics

for the execution of projects in the health care/information technology marketplace. Examines how projects can be managed from start to finish, including specific emphasis on planning, controlling and risk management to avoid common pitfalls. Topics include essential project management concepts, needs identification requirements planning, project costing, scheduling, resource allocation, project politics, roles, responsibilities and communications, vendor management, work management and what to do when challenges arise. Based on a model for health care informatics practice, and emphasizes learning to plan, organize, direct and control information technology projects.

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### **NURS 785—Health Care Database Systems (3).**

Addresses how data are captured, stored, structured, processed and retrieved in automated systems. Relevant examples and practical applications of database design, construction, implementation and maintenance within a health care context are studied. Central topics include database design, data structures and modeling, development of database management systems, manipulation of data within a database using query language, database security and using databases to address problems in health care settings.

*Prerequisites: none; IFSM 636 recommended.*

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### **NURS 786—Systems Analysis and Design in Health Care (3).**

Provides an understanding of the most common tools, techniques and theories currently used in systems design and analysis. Studies the process of information systems development in which technical, organizational and human aspects of systems are analyzed and changed with the goal of creating an improved system. Emphasizes that, in spite of the advanced technology surrounding computer-based information systems, the process of systems analysis and design largely remains an art, dependent on the skills of individual analysts and designers, based on established principles, methods and tools.

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### **NURS 790—Ethics and Nursing Practice (3).**

Enhances the ability to describe and analyze moral concepts foundational to nursing practice and to apply elements of these concepts in the practice of nursing. The historical development of these concepts in the professional ethic are presented and theories of medical and nursing ethics are analyzed. Opportunity is provided to apply elements of these concepts and theories of ethics to the practice of nursing through a case-study approach.

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**NURS 793—Organizational Transformation (3).**

Focuses on organizational evaluation and strategic redesign of health care systems. Issues creating an impetus for organizational change are examined. Theories and models of traditional organizational structure and of creative and collaborative redesign are discussed. *Prerequisites: NURS 691 and NURS 692 or permission of instructor.*

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**NURS 797—Policy and Politics in Nursing and Health Care (3).**

Explores the U.S. health policy-making system, including policy paradigms, political ideology and dynamics as well as federal-state relationships. Emphasis is on development of strategies to preserve quality in and access to health care services.

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**NURS 801—Conceptual Basis for Nursing (2).**

Provides experience in conceptualizing clinical nursing phenomena as an initial step in nursing research. Biological, psychological, cognitive and social dimensions of selected concepts relevant to nursing practice are examined theoretically and operationally and middle-range theories relevant to nursing practice are explored.

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**NURS 803—Conceptualization of Nursing Systems (2).**

Provides an overview of the social, political and organizational contexts within which nursing is practiced and taught. Emphasizes the impact of organizational characteristics on the delivery of clinical services and describes selected current health policy issues as they affect health care delivery systems, nursing roles and practice.

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**NURS 804—Analysis of Nursing Action (4).**

Enhances the ability to clarify conceptualizations of specific clinical phenomena and to increase understanding of the social, political and organizational contexts within which nursing is practiced and taught. Various processes that contribute to the ability to plan and conduct research on questions drawn from direct and indirect spheres of nursing are emphasized. Provides a forum for consideration of selected issues related to the conduct of research and policy analysis. Explores the potential utility of existing databases for advancing nursing science. Project plans are articulated and carried out in a field experience and reported in a scholarly paper and class presentation at the conclusion of the course. *Prerequisite: NURS 801.*

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### **NURS 805—Analysis and Development of Nursing Theory (4).**

Analyzes philosophical bases for nursing theory and studies several metatheoretical approaches to theory development. Extant nursing theories are analyzed, compared and evaluated. *Prerequisite: NURS 602 or equivalent.*

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### **NURS 806—Seminar in Nursing Science (2).**

Addresses philosophical, theoretical and professional issues to be considered in discovering and verifying nursing knowledge. Approaches to theory development in nursing are examined and applied. *Prerequisites: NURS 805, NURS 811.*

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### **NURS 808—Special Problems in Nursing Science (1–3).**

Provides the opportunity to study a topic of interest within nursing science under a faculty member's guidance. Specific objectives and requirements are determined by contractual agreement prior to registration. Can be repeated up to a maximum of six credits.

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### **NURS 811—Measurement of Nursing Phenomena (3).**

Presents the theoretical basis of measurement as a foundation for the development and evaluation of measurement tools used in nursing research. Types of measures, techniques of construction, the statistical analysis of reliability and validity, strengths and limitations for use of selected measures in nursing research are presented. Nursing research studies are evaluated relative to measurement theory. Tools and procedures, including those used to measure affective, cognitive, behavioral and physiological aspects of selected concepts, are evaluated. *Prerequisite: NURS 813 or equivalent.*

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### **NURS 812—Seminar in Nursing Measurement (3).**

Applies the theoretical basis of measurement in a highly individualized experience in the development of an instrument to measure a selected concept of relevance in nursing research. Provides the opportunity for discussion of problems, issues and strategies involved in tool construction and validation. *Prerequisite: NURS 811.*

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### **NURS 813—Design of Nursing Research I (3).**

Emphasizes the acquisition of methods and techniques for extending the scientific base of knowledge for nursing practice. Published research studies address questions of impact to nursing. Experimental and quasiexperimental designs and related statistical procedures are examined in terms of their appropriateness for addressing various nursing problems. Selected probability sampling designs are addressed.

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**NURS 814—Design of Nursing Research II (2).**

Emphasizes survey research designs and related analytic procedures for the study of nursing problems. Sampling theory and procedures and strategies for managing large data sets are included. *Prerequisite: NURS 813.*

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**NURS 815—Qualitative Methods in Nursing Research (2).**

Provides an overview to promote understanding of the qualitative paradigm and research methodologies as viable alternatives or supplements to quantitative approaches. Emphases include research design; data collection, analysis, interpretation and evaluation; and ethics and cross-cultural issues. Prepares competent consumers of reports of qualitative studies and promotes awareness of opportunities for and contributions to qualitative inquiry.

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**NURS 816—Multivariate Analysis in Health Care Research (3).**

Introduces multivariate procedures most useful in health care research, including multiple regression, multivariate analysis of variance, principal components analysis, factor analysis and discriminant analysis. Computer programs are used in data analysis from actual research situations.

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**NURS 817—Repeated Measure ANOVA Designs in Nursing and Health Care Research (2).**

Analyzes variance designs involving repeated observations on the same cases. Topics include one-way and factorial designs, repeated measures analysis of covariance and doubly multivariate designs.

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**NURS 818—Special Topics in Nursing Research (1–6).**

Provides the opportunity to work collaboratively with a faculty member on an ongoing research project. Specific requirements and credit are determined by contractual agreement; repeatable to a maximum of six credits.

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### **NURS 819 Research Rotation (2-5).**

Introduces the active research programs in the School of Nursing with application of various research methodologies to specific research projects. Applies research principles learned previously in each rotation. In the 2 or 3 credit options, 6 or 9 hours per week are spent in one research program and in the 5-credit option 15 hours per week are spent in each of two successive seven-week sessions in two research programs. During each session, objectives are defined with the faculty researcher and work is completed on a component of the faculty researcher's project. Activities include literature review, measurement, data collection, statistical analysis, manuscript preparation or proposal development. *Prerequisite or Concurrent: NURS 850 or NURS 851 and 852 or NURS 853. Note: Course may be repeated for a total of 10 credits. At the discretion of the Director of Graduate Studies, one repetition after the first 5 credits may consist of one 14 week session of 15 hours per week. Research rotations in each repetition must be different from those previously taken.*

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### **NURS 820—Meta-Analysis (3).**

Introduces the issues in and methodology for the quantitative synthesis of research literature. Includes a practical overview of meta-analysis methods for synthesizing and exploring variations in quantitative indices of study outcomes.

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### **NURS 826—Structural Modeling in Health Care Research (3).**

Provides an introduction to the construction and estimation of structural models in the context of health care research. Topics include confirmatory factor analysis, path analysis and causal modeling. Emphasis is on the estimation of models with latent variables, interpretation of causal effects and the application of these models in health care research. *Prerequisite: NURS 816 or permission of instructor.*

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### **NURS 828—Issues in Nursing Scholarship (2-3).**

Identifies and analyzes professional issues confronting the nurse scholar. Issues including research priorities, options in career patterns, ethics and politics of science, protection of human subjects, grants, publishing and presenting research are presented and discussed and appropriate applications to the role of nurse-scholar are made. When appropriate, diverse perspectives will be presented. Students are expected to synthesize the material and identify the principles appropriate for their own career. *Prerequisites: NURS 805, NURS 811, NURS 813.*

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### **NURS 830—Working with Large Health Care Databases (2).**

Bridges the gap between nurses' need for information/data and the reality of finding the data, downloading, extracting and building an effective personal database. Explores public and private sources of health data available through the Internet and on CD-ROM. Includes downloading data to personal computers, importing data into varied software applications and building a personal database using software of choice.

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### **NURS 832—Health Services Research I (3).**

Examine outcomes research issues. Focuses on the conceptual and technical issues encountered in designing and executing outcomes research studies. Assignments allow students to design a study in their area of interest, including the identification of potential problems and approaches to dealing with those problems. *Prerequisites: NURS 805, NURS 813.*

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### **NURS 836—Judgment and Decision Making in Nursing Informatics (3).**

Reflects the central role of decision science in utilizing nursing informatics to improve patient care. Analyzes selected decision science theories and relevant research that supports and directs the field of nursing informatics. Decision sciences include statistically based models of clinical judgment, information processing theory of clinical judgment and theories for knowledge and skill acquisition. Case simulations, protocol analysis, knowledge engineering, decision analysis models, grounded theory, neural networks and ways of knowing are evaluated for their usefulness to nursing informatics. *Prerequisites: NURS 737, NURS 804, NURS 813.*

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### **NURS 837—Nursing Informatics in Quality of Care (3).**

Addresses aggregate-level data analysis in the application of nursing informatics in describing, improving, measuring and delivering quality care. Employs a broad definition of systems and analyzes selected systems theories and relevant research, which supports and directs the field of nursing informatics and its use of available and emerging technology. Theories are applied to the study of systems to determine their definitions and boundaries, facilitate the application of quality of care models and enhance the access, quality and cost-effectiveness of care. A multidimensional model provides a framework for studying the direct and indirect effects of nursing informatics technology. *Prerequisite: NURS 836.*

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### **NURS 840—Philosophy of Science and Development of Theory (3).**

Reviews the nature of knowledge and theory in the various scientific disciplines. Describe and analyzes the revolutions or paradigm shifts that have occurred in science. The struggle between many world views is discussed including empiricism, positivism, rationalism and the hypoductive model of science. After considering the ways of knowing (epistemology), selected world views and theories from a variety of disciplines are analyzed. Discusses strategies for developing nursing theories and introduces alternative metatheoretical approaches available for use in theory evaluation in nursing. *Recommended: master's level nursing theory course.*

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### **NURS 841-Theory and Conceptualization in Nursing Science (3).**

Focuses on the nature of theory in scientific disciplines, nursing theory within the context of the philosophy of science and the evolution of nursing science and the application of conceptualization to the process and conduct of nursing research. Interrelationships between components, context and structure of modes of systematic inquiry, the conceptual basis of theory development and a variety of mid-range theories and their paradigms are analyzed. Contribution of these modes, concepts and theories (practice, mid-range, grand) to knowledge generation and theory development in nursing is critically evaluated in relation to nursing science and applied to *student's* area of interest.

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### **NURS 850—Experimental Nursing Research Designs (3).**

Focuses on the relationship between theory and selected experimental and quasi-experimental research designs. Threats to validity (internal, external, statistical conclusion and construct) of research designs and ways to minimize them are explored. Addresses issues of bias, representativeness and generalizability in relation to probability and nonprobability sampling. *Prerequisite or concurrent: NURS 840. Concurrent: NURS 851.*

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### **NURS 851—Analysis for Experimental Nursing Research Designs (2).**

Focuses on the identification and uses of appropriate descriptive and inferential statistics, the acquisition of data manipulation skills necessary to conduct experimental and interventional research and the development of analytical writing and data summary skills. Examines hypothesis testing with various levels of measurement and inferential statistics. Reveals the



relationships between design and analysis through the development of an analytical plan. Specifies the procedures for compiling data, developing a research file and documenting the file. *Prerequisite or concurrent: NURS 840. Concurrent: NURS 850.*

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### **NURS 852—Non-experimental Nursing Research Designs (3).**

Focuses on non-experimental research designs, including descriptive, cross-sectional, survey, prospective, retrospective, exploratory and qualitative. Incorporates similar approaches including consideration of the validity of the designs as well as bias, sampling, rigor and application of non-experimental research design approaches to researchable nursing questions. *Prerequisite or concurrent: NURS 840. Concurrent: NURS 853. Recommended: NURS 850, NURS 851.*

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### **NURS 853—Analysis for Non-experimental Nursing Research (2).**

Focuses on analytical approaches used to design and conduct non-experimental research and approaches to data reduction and data summary common to non-experimental studies. Addresses analytical issues related to survey and qualitative research, including coding of open-ended questions, handling of missing data, weighing data and non-parametric testing. Reviews software used for data collection, data reduction and reporting. *Prerequisite or concurrent: NURS 840. Concurrent: NURS 852. Recommended: NURS 850, NURS 851.*

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### **NURS 881—Theoretical and Methodological Issues on Coping (2).**

Provides the student with an opportunity to develop a conceptual framework for viewing and investigating the process of coping. Through a survey and critical review of both historical and contemporary literature from multiple disciplines, an array of models of coping are examined and a prospectus for individual or group studies on coping with stress in health and disease is developed.

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### **NURS 882—Concept Clarification in Nursing: Physiological Basis (2).**

Explores clinical nursing problems and related concepts from a physiological perspective. Includes aspects of regulation, transmission and physiological

measurement. *Prerequisites: NPHY 600 or equivalent and NURS 801 or permission of instructor.*

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### **NURS 883—Research and Theory in Family Health Nursing (3).**

Provides an opportunity to explore and evaluate theories used for the study of families within the nursing context. Nursing perspectives of the family over the family life cycle are considered. Emphasis is placed on analyzing theoretical and conceptual issues in nursing related to the family and to the design and implementation of family nursing research studies, measurement of family variables and analysis of family data.

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### **NURS 891—Theory and Research in Educational Administration in Nursing (2).**

Addresses current theoretical perspectives and research regarding the practice of educational administration in nursing. Building upon knowledge of nursing and health care, organizational theory, policy analysis, educational administration and nursing education gained in prerequisite courses, selected issues and problems in higher education administration are explored. An optional practicum is available for additional credit through registration in NURS 898. *Prerequisite: NURS 804 or permission of instructor.*

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### **NURS 898—Special Topics in Nursing Science (1–3).**

Allows students to study a topic of professional interest within the sphere of indirect nursing with a graduate faculty member who has special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable up to a maximum of six credits.

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### **NURS 899—Doctoral Dissertation Research (1–12).**

Variable credit.

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### **NPHY 600—Human Physiology and Pathophysiology (3).**

Focuses on the study of selected areas in normal human physiology and pathophysiology. Emphasis is placed on the analysis of normal function using a problem-solving process. Major regulating and integrative mechanisms and examples of nonoptimal to pathological function are elaborated to elucidate a conceptual approach to the physiological basis of nursing practice. The course builds upon a basic knowledge of physiology.

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**NPHY 601—Cancer Genetics and Pathophysiology (3).**

Introduces the principles of cell biology, genetics and pathophysiology and applies those principles to particular cancer sites. Emphasizes understanding the multiple cellular pathways that may lead to malignant transformation and the heterogeneity of cancer as a disease and as a target for therapy. Manipulation of the pathways of malignant transformation for prevention of cancer is reviewed. Site-specific cancers are examined and their particular pathophysiology is discussed. Prerequisite NURS 629 and either NPHY 600 or NURS 610.

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**NPHY 608—Reproduction Physiology (2).**

Provides more extensive knowledge of human reproduction and the physiologic function of the newborn infant. Selected examples of pathophysiology are presented. Focuses on developing a scientific client assessment of needs and selecting regulatory processes for the care of clients with complex physical needs. Concepts addressed include reproduction, growth, oxygenation, circulation, motion, motility and elimination.

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**NPHY 610—Methods and Principles of Applied Physiology (3).**

Provides the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. Elaborates upon specific physiological principles and a study of disease entities. Provides exercises in applying epidemiological knowledge in clinical practice and preventive health care settings.

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**NPHY 614—Physiology of Aging (2).**

Emphasizes cell biology, metabolic process and cardiovascular and neurobiological aspects of aging. Presents the pathophysiological basis for health problems of older adults. Alterations at the cell, organ and system levels are discussed to provide the basis for clinical management of common health problems.

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**NPHY 620—Physiological Alterations in the Critically Ill Patient (3).**

Defines and describes alterations in the physiological processes commonly seen in trauma/critically ill patients and applies this theory base through supervised clinical experience in a trauma/critical care unit. Enhances



assessment skills and knowledge base of pathophysiological findings.

*Prerequisites: NPHY 600, NURS 623.*

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**NPHY 630—Neonatal and Pediatric Physiology (3).** Focuses on normal physiologic adaptations and developmental physiology that provides the scientific basis and rationale underlying assessment and management of the neonate, infant and child. A systems approach is used to examine the physiological transition to the extrauterine environment and adaptation of the infant at birth, as well as the developmental physiology of the neonate and maturation during infancy and early childhood.

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**NURS 805—Analysis and Development of Nursing Theory (4).**

Analyzes philosophical bases for nursing theory and studies several metatheoretical approaches to theory development. Extant nursing theories are analyzed, compared and evaluated. *Prerequisite: NURS 602 or equivalent.*

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**NURS 806—Seminar in Nursing Science (2).**

Addresses philosophical, theoretical and professional issues to be considered in discovering and verifying nursing knowledge. Approaches to theory development in nursing are examined and applied. *Prerequisites: NURS 805, NURS 811.*

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**NURS 808—Special Problems in Nursing Science (1–3).**

Provides the opportunity to study a topic of interest within nursing science under a faculty member's guidance. Specific objectives and requirements are determined by contractual agreement prior to registration. Can be repeated up to a maximum of six credits.

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**NURS 811—Measurement of Nursing Phenomena (3).**

Presents the theoretical basis of measurement as a foundation for the development and evaluation of measurement tools used in nursing research. Types of measures, techniques of construction, the statistical analysis of reliability and validity, strengths and limitations for use of selected measures in nursing research are presented. Nursing research studies are evaluated relative to measurement theory. Tools and procedures, including those used to measure affective, cognitive, behavioral and physiological aspects of selected concepts, are evaluated. *Prerequisite: NURS 813 or equivalent.*

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**NURS 812—Seminar in Nursing Measurement (3).**

Applies the theoretical basis of measurement in a highly individualized experience in the development of an instrument to measure a selected concept of relevance in nursing research. Provides the opportunity for discussion of problems, issues and strategies involved in tool construction and validation. *Prerequisite: NURS 811.*

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**NURS 813—Design of Nursing Research I (3).**

Emphasizes the acquisition of methods and techniques for extending the scientific base of knowledge for nursing practice. Published research studies address questions of impact to nursing. Experimental and quasiexperimental designs and related statistical procedures are examined in terms of their appropriateness for addressing various nursing problems. Selected probability sampling designs are addressed.

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### **NURS 814—Design of Nursing Research II (2).**

Emphasizes survey research designs and related analytic procedures for the study of nursing problems. Sampling theory and procedures and strategies for managing large data sets are included. *Prerequisite: NURS 813.*

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### **NURS 815—Qualitative Methods in Nursing Research (2).**

Provides an overview to promote understanding of the qualitative paradigm and research methodologies as viable alternatives or supplements to quantitative approaches. Emphases include research design; data collection, analysis, interpretation and evaluation; and ethics and cross-cultural issues. Prepares competent consumers of reports of qualitative studies and promotes awareness of opportunities for and contributions to qualitative inquiry.

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### **NURS 816—Multivariate Analysis in Health Care Research (3).**

Introduces multivariate procedures most useful in health care research, including multiple regression, multivariate analysis of variance, principal components analysis, factor analysis and discriminant analysis. Computer programs are used in data analysis from actual research situations.

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### **NURS 817—Repeated Measure ANOVA Designs in Nursing and Health Care Research (2).**

Analyzes variance designs involving repeated observations on the same cases. Topics include one-way and factorial designs, repeated measures analysis of covariance and doubly multivariate designs.

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### **NURS 818—Special Topics in Nursing Research (1–6).**

Provides the opportunity to work collaboratively with a faculty member on an ongoing research project. Specific requirements and credit are determined by contractual agreement; repeatable to a maximum of six credits.

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### **NURS 819 Research Rotation (2-5).**

Introduces the active research programs in the School of Nursing with application of various research methodologies to specific research projects. Applies research principles learned previously in each rotation. In the 2 or 3 credit options, 6 or 9 hours per week are spent in one research program and in the 5-credit option 15 hours per week are spent in each of two successive seven-week sessions in two research programs. During each session, objectives are defined with the faculty researcher and work is completed on a component of the faculty researcher's project. Activities include literature review, measurement, data collection, statistical analysis, manuscript preparation or proposal development. *Prerequisite or Concurrent: NURS 850 or NURS 851 and 852 or NURS 853. Note: Course may be repeated for a total of 10 credits. At the discretion of the Director of Graduate Studies, one repetition after the first 5 credits may consist of one 14 week session of 15 hours per week. Research rotations in each repetition must be different from those previously taken.*

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### **NURS 820—Meta-Analysis (3).**

Introduces the issues in and methodology for the quantitative synthesis of research literature. Includes a practical overview of meta-analysis methods for synthesizing and exploring variations in quantitative indices of study outcomes.

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### **NURS 826—Structural Modeling in Health Care Research (3).**

Provides an introduction to the construction and estimation of structural models in the context of health care research. Topics include confirmatory factor analysis, path analysis and causal modeling. Emphasis is on the estimation of models with latent variables, interpretation of causal effects and the application of these models in health care research. *Prerequisite: NURS 816 or permission of instructor.*

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### **NURS 828—Issues in Nursing Scholarship (2-3).**

Identifies and analyzes professional issues confronting the nurse scholar. Issues including research priorities, options in career patterns, ethics and politics of science, protection of human subjects, grants, publishing and presenting research are presented and discussed and appropriate applications to the role of nurse-scholar are made. When appropriate, diverse perspectives will be presented. Students are expected to synthesize the material and identify the principles appropriate for their own career. *Prerequisites: NURS 805, NURS 811, NURS 813.*

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### **NURS 830—Working with Large Health Care Databases (2).**

Bridges the gap between nurses' need for information/data and the reality of finding the data, downloading, extracting and building an effective personal database. Explores public and private sources of health data available through the Internet and on CD-ROM. Includes downloading data to personal computers, importing data into varied software applications and building a personal database using software of choice.

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### **NURS 832—Health Services Research I (3).**

Examine outcomes research issues. Focuses on the conceptual and technical issues encountered in designing and executing outcomes research studies. Assignments allow students to design a study in their area of interest, including the identification of potential problems and approaches to dealing with those problems. *Prerequisites: NURS 805, NURS 813.*

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### **NURS 836—Judgment and Decision Making in Nursing Informatics (3).**

Reflects the central role of decision science in utilizing nursing informatics to improve patient care. Analyzes selected decision science theories and relevant research that supports and directs the field of nursing informatics. Decision sciences include statistically based models of clinical judgment, information processing theory of clinical judgment and theories for knowledge and skill acquisition. Case simulations, protocol analysis, knowledge engineering, decision analysis models, grounded theory, neural networks and ways of knowing are evaluated for their usefulness to nursing informatics. *Prerequisites: NURS 737, NURS 804, NURS 813.*

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### **NURS 837—Nursing Informatics in Quality of Care (3).**

Addresses aggregate-level data analysis in the application of nursing informatics in describing, improving, measuring and delivering quality care. Employs a broad definition of systems and analyzes selected systems theories and relevant research, which supports and directs the field of nursing informatics and its use of available and emerging technology. Theories are applied to the study of systems to determine their definitions and boundaries, facilitate the application of quality of care models and enhance the access, quality and cost-effectiveness of care. A multidimensional model provides a framework for studying the direct and indirect effects of nursing informatics technology. *Prerequisite: NURS 836.*

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### **NURS 840—Philosophy of Science and Development of Theory (3).**

Reviews the nature of knowledge and theory in the various scientific disciplines. Describe and analyzes the revolutions or paradigm shifts that have occurred in science. The struggle between many world views is discussed including empiricism, positivism, rationalism and the hypoductive model of science. After considering the ways of knowing (epistemology), selected world views and theories from a variety of disciplines are analyzed. Discusses strategies for developing nursing theories and introduces alternative metatheoretical approaches available for use in theory evaluation in nursing. *Recommended: master's level nursing theory course.*

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### **NURS 841-Theory and Conceptualization in Nursing Science (3).**

Focuses on the nature of theory in scientific disciplines, nursing theory within the context of the philosophy of science and the evolution of nursing science and the application of conceptualization to the process and conduct of nursing research. Interrelationships between components, context and structure of modes of systematic inquiry, the conceptual basis of theory development and a variety of mid-range theories and their paradigms are analyzed. Contribution of these modes, concepts and theories (practice, mid-range, grand) to knowledge generation and theory development in nursing is critically evaluated in relation to nursing science and applied to *student's* area of interest.

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### **NURS 850—Experimental Nursing Research Designs (3).**

Focuses on the relationship between theory and selected experimental and quasi-experimental research designs. Threats to validity (internal, external, statistical conclusion and construct) of research designs and ways to minimize them are explored. Addresses issues of bias, representativeness and generalizability in relation to probability and nonprobability sampling. *Prerequisite or concurrent: NURS 840. Concurrent: NURS 851.*

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### **NURS 851—Analysis for Experimental Nursing Research Designs (2).**

Focuses on the identification and uses of appropriate descriptive and inferential statistics, the acquisition of data manipulation skills necessary to conduct experimental and interventional research and the development of analytical writing and data summary skills. Examines hypothesis testing with various levels of measurement and inferential statistics. Reveals the



relationships between design and analysis through the development of an analytical plan. Specifies the procedures for compiling data, developing a research file and documenting the file. *Prerequisite or concurrent: NURS 840. Concurrent: NURS 850.*

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### **NURS 852—Non-experimental Nursing Research Designs (3).**

Focuses on non-experimental research designs, including descriptive, cross-sectional, survey, prospective, retrospective, exploratory and qualitative. Incorporates similar approaches including consideration of the validity of the designs as well as bias, sampling, rigor and application of non-experimental research design approaches to researchable nursing questions. *Prerequisite or concurrent: NURS 840. Concurrent: NURS 853. Recommended: NURS 850, NURS 851.*

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### **NURS 853—Analysis for Non-experimental Nursing Research (2).**

Focuses on analytical approaches used to design and conduct non-experimental research and approaches to data reduction and data summary common to non-experimental studies. Addresses analytical issues related to survey and qualitative research, including coding of open-ended questions, handling of missing data, weighing data and non-parametric testing. Reviews software used for data collection, data reduction and reporting. *Prerequisite or concurrent: NURS 840. Concurrent: NURS 852. Recommended: NURS 850, NURS 851.*

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### **NURS 881—Theoretical and Methodological Issues on Coping (2).**

Provides the student with an opportunity to develop a conceptual framework for viewing and investigating the process of coping. Through a survey and critical review of both historical and contemporary literature from multiple disciplines, an array of models of coping are examined and a prospectus for individual or group studies on coping with stress in health and disease is developed.

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### **NURS 882—Concept Clarification in Nursing: Physiological Basis (2).**

Explores clinical nursing problems and related concepts from a physiological perspective. Includes aspects of regulation, transmission and physiological

measurement. *Prerequisites: NPHY 600 or equivalent and NURS 801 or permission of instructor.*

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### **NURS 883—Research and Theory in Family Health Nursing (3).**

Provides an opportunity to explore and evaluate theories used for the study of families within the nursing context. Nursing perspectives of the family over the family life cycle are considered. Emphasis is placed on analyzing theoretical and conceptual issues in nursing related to the family and to the design and implementation of family nursing research studies, measurement of family variables and analysis of family data.

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### **NURS 891—Theory and Research in Educational Administration in Nursing (2).**

Addresses current theoretical perspectives and research regarding the practice of educational administration in nursing. Building upon knowledge of nursing and health care, organizational theory, policy analysis, educational administration and nursing education gained in prerequisite courses, selected issues and problems in higher education administration are explored. An optional practicum is available for additional credit through registration in NURS 898. *Prerequisite: NURS 804 or permission of instructor.*

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### **NURS 898—Special Topics in Nursing Science (1–3).**

Allows students to study a topic of professional interest within the sphere of indirect nursing with a graduate faculty member who has special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. Repeatable up to a maximum of six credits.

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### **NURS 899—Doctoral Dissertation Research (1–12).**

Variable credit.

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### **NPHY 600—Human Physiology and Pathophysiology (3).**

Focuses on the study of selected areas in normal human physiology and pathophysiology. Emphasis is placed on the analysis of normal function using a problem-solving process. Major regulating and integrative mechanisms and examples of nonoptimal to pathological function are elaborated to elucidate a conceptual approach to the physiological basis of nursing practice. The course builds upon a basic knowledge of physiology.

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### **NPHY 601—Cancer Genetics and Pathophysiology (3).**

Introduces the principles of cell biology, genetics and pathophysiology and applies those principles to particular cancer sites. Emphasizes understanding the multiple cellular pathways that may lead to malignant transformation and the heterogeneity of cancer as a disease and as a target for therapy. Manipulation of the pathways of malignant transformation for prevention of cancer is reviewed. Site-specific cancers are examined and their particular pathophysiology is discussed. Prerequisite NURS 629 and either NPHY 600 or NURS 610.

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### **NPHY 608—Reproduction Physiology (2).**

Provides more extensive knowledge of human reproduction and the physiologic function of the newborn infant. Selected examples of pathophysiology are presented. Focuses on developing a scientific client assessment of needs and selecting regulatory processes for the care of clients with complex physical needs. Concepts addressed include reproduction, growth, oxygenation, circulation, motion, motility and elimination.

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### **NPHY 610—Methods and Principles of Applied Physiology (3).**

Provides the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. Elaborates upon specific physiological principles and a study of disease entities. Provides exercises in applying epidemiological knowledge in clinical practice and preventive health care settings.

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### **NPHY 614—Physiology of Aging (2).**

Emphasizes cell biology, metabolic process and cardiovascular and neurobiological aspects of aging. Presents the pathophysiological basis for health problems of older adults. Alterations at the cell, organ and system levels are discussed to provide the basis for clinical management of common health problems.

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### **NPHY 620—Physiological Alterations in the Critically Ill Patient (3).**

Defines and describes alterations in the physiological processes commonly seen in trauma/critically ill patients and applies this theory base through supervised clinical experience in a trauma/critical care unit. Enhances



assessment skills and knowledge base of pathophysiological findings.

*Prerequisites: NPHY 600, NURS 623.*

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**NPHY 630—Neonatal and Pediatric Physiology (3).** Focuses on normal physiologic adaptations and developmental physiology that provides the scientific basis and rationale underlying assessment and management of the neonate, infant and child. A systems approach is used to examine the physiological transition to the extrauterine environment and adaptation of the infant at birth, as well as the developmental physiology of the neonate and maturation during infancy and early childhood.

## Registration and Records

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### REGISTRATION

Students must register for coursework each semester in order to maintain degree candidacy. Faculty academic advisors guide students in forming their *Plans of Study* and must approve student course registrations each semester.

Registration is conducted by the School's Office of Registration Services in cooperation with the University's Office of Records and Registration. Students receive detailed instructions concerning course schedules, dates and registration procedures prior to each semester. The School of Nursing supports an extensive online registration system. After classes begin, students who wish to withdraw must follow official withdrawal procedures and are liable for any charges applicable at the time of withdrawal.

Students should register during the official preregistration and registration periods. Students who register after this time will be subject to late registration fees. Registrations are not processed until all financial obligations to the University are met. Privileges of the University and the School of Nursing are available only after individual registration has been completed. Students, unless on an approved leave of absence, must register continuously throughout their program and for at least one credit in the semester in which they wish to graduate.

All students must receive health clearance in order to begin their programs and remain in clinical courses. This includes a physical examination and providing documented current immunization records as required.

Graduate students are not permitted to enroll for courses on a pass/fail basis. Graduate students pay tuition and fees at the graduate rate, whether or not the credit will be used to satisfy graduate program requirements.

Registration at one University System of Maryland institution permits a graduate student to register for courses offered by another institution within the University System of Maryland, provided space is available. Students must complete and file an official interinstitutional form for the course to be taken outside of the School of Nursing with the University's Director of Records and Registration. A School of Nursing faculty advisor signature is required.

According to the Maryland Higher Education Commission, one semester hour of credit is awarded for a minimum 15 hours (50 minutes each) of actual class time, a minimum of 30 hours (50 minutes each) of supervised laboratory time and a minimum of 45 hours (50 minutes each) of instructional situations such as clinical experiences, practica and internships where supervision is ensured and learning is documented. One semester hour of credit is also awarded for instruction delivered by electronic media based on the equivalent outcomes in student learning of a minimum of 15 hours (50 minutes each) of actual class time and may include a combination of telelessonclassroom instruction, student consultation with instructors and readings, when supervision is ensured and learning is documented.

Full-time study for undergraduates is defined as 12 credits or more for the fall or spring semesters, and 6 credits for the summer and winter sessions. Full-time study for graduate students is 9 credits or more.

## **DETERMINATION OF IN-STATE STATUS**

The initial determination of in-state or out-of-state residency status for admission, tuition and charge-differential purposes will be made by the University of Maryland, Baltimore. Students may request a reevaluation of their official status by filing a petition in the University's Office of Records and Registration. Petitioning students are encouraged to review the Board of Regents Policy on Student Residence Classification for Admission, Tuition and Charge-Differential Purposes. Copies of the policy are available in the University's Office of Records and Registration.

Students classified as in-state residents are responsible for notifying the University's Office of Records and Registration, in writing, and within 15 days, of any change in circumstances that may alter in-state residency status.

## **MILITARY RESIDENCY STATUS**

Full-time, active members of the armed forces of the United States whose residence is within Maryland or who reside or are stationed in Maryland are eligible for in-state residency status. A student who is married to or is the financially dependent child of a person meeting these criteria is also eligible for in-state residency status.

## **RECORDS**

### **CONFIDENTIALITY AND DISCLOSURE OF STUDENT RECORDS**

The University of Maryland, Baltimore adheres to the Family Educational



Rights and Privacy Act (FERPA). As such, it is the policy of the University 1) to permit students to inspect their educational records, 2) to limit disclosure to others of personally identifiable information from education records without students' prior written consent and 3) to provide students with the opportunity to seek correction of their educational records where appropriate.

## REVIEW OF RECORDS

All records, including academic records from other institutions, become part of a student's official file and can neither be returned nor duplicated. The School of Nursing adheres to the University Policy on Confidentiality of and Disclosure of Student Records and Release of Information.

## SURFS Student User Friendly System

Students may review grades, student accounts, and financial aid information on-line, anytime, as long as their Netscape browser is greater than version 6.0 or their Explorer is version 5.0 or greater. Students may also visit the Office of Registration Services to view personal information. Log in instructions are available in the Office of Admissions & Student Affairs or the Office of Registration Services at the School of Nursing.

## TRANSCRIPTS

All financial obligations to the University must be satisfied before a transcript of a student's record will be furnished to any student or alumnus/alumna. There is no charge for transcripts. Transcripts may be obtained by logon to [simsweb.umaryland.edu](http://simsweb.umaryland.edu) or by writing to:

Office of Records and Registration  
University of Maryland  
621 W. Lombard St.  
Baltimore, MD 21201

## **UNDERGRADUATE ACADEMIC REGULATIONS**

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### **DEGREE REQUIREMENTS FOR THE BACCALAUREATE PROGRAM**

Degree requirements for the baccalaureate program are detailed in the School of Nursing Student Handbook. Key requirements are summarized as follows:

1. A minimum of 122 credits in designated coursework is required for students in the BSN traditional option and 120 credits for students in the BSN accelerated second-degree and RN/BSN options. The combination of lower-division courses required for admission to the junior year and the required courses of the upper-division major in nursing completed at the School of Nursing comprise the total required credits.
2. A minimum of 30 credits must be completed in residence at the University of Maryland Baltimore. All required courses for the upper-division nursing major must be completed within five years of matriculation.
3. A grade of "C" or better is required in all nursing courses. Grades of "D" and "F" are defined as failures. If a failing grade of "D" or "F" is earned, the course must be repeated and a "C" grade or higher must be earned. The "D" or "F" must be replaced by a grade of "C" or higher before a student can progress to any course for which the course failed is a prerequisite.
4. A minimum grade point average of at least 2.5 must be achieved by the completion of 30 credits and maintained in each subsequent semester, as well as for graduation.
5. Successful completion of comprehensive achievement examinations or equivalent as determined by the School.
6. Completion of critical thinking tests and other standardized tests as determined by the School.
7. Successful completion of interactive NCLEX-RN review tests at a passing level as determined by the School.
8. A diploma application must be filed with the University's Office of Records and Registration no later than the official deadline in order to receive the degree.
9. Successful completion of the pre-RN assessment test before being certified to take the NCLEX-RN licensure examination.
10. Completion of the School of Nursing's NCLEX-RN review program before being certified to take the NCLEX-RN licensure examination.

### **CREDIT BY EXAMINATION**

Credit by examination is available for NURS 311, 312, 320, 325, 331, 333 and 425. Students may obtain credit by examination applications from the Office of Admissions and Student Affairs. Each examination may be taken only once. A fee is paid upon application for the examination equal to the current cost of

one credit of tuition and is not refundable regardless of whether or not the student passes the examination.

### GRADING SYSTEM

The following grades are used to report the quality of upper-division coursework on grade reports and transcripts:

Grade Quality		Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Unsatisfactory	1
F	Failure	-
I	Incomplete	-
P	Passing at C level or above	-
WD	Withdrew from the courses and the University	-
AU	Audit	-
NM	No grade submitted by faculty	-

(Note: Only grades of A, B, C, D and F are computed in the grade point average on the grade reports published and maintained by the University's Office of Records and Registration. A grade of P is given only for specified courses that are graded pass/fail when performance is at a C level or above.)

A grade of "I" (incomplete) is given at the discretion of the faculty only when extenuating circumstances prevent the completion of a minor portion of work in a course. Students who receive a grade of "I" are responsible for arranging with the faculty member the exact work required to remove the incomplete. If an "I" grade is not removed by the end of the following semester, the grade automatically converts to "F" except with clinical nursing courses, for which the time of completion is determined by the faculty. Any "I" grade may preclude normal progression in the program as determined by undergraduate program policies.

Computation of grade point average for a semester is as follows: grade points are given for the courses attempted in a given semester in the upper-division major and multiplied by the number of credits attempted. The sum of the



grade points divided by the total credits for the courses equals the grade point average.

Computation of the cumulative grade point average is as follows: the total grade points for all courses are added and calculated as above. Only the grade for the most recent attempt of a repeated course will be calculated into the cumulative grade point average.

## LEAVE OF ABSENCE

Students must maintain continuous registration in the undergraduate program. If a student is unable to do so, a formal request for leave of absence or withdrawal from the School of Nursing must be filed.

A leave of absence may be requested in advance of an upcoming fall or spring semester. The request must be in writing, on the appropriate form, approved by the student's advisor and submitted to the Associate Dean for Admissions and Student Affairs who will forward it to the Assistant Dean for Baccalaureate Studies and the Associate Dean for Academic Affairs. A leave of absence may be granted for one semester at a time. A leave of absence does not negate the five-year time limit required for completion of all upper-division nursing courses.

## WITHDRAWAL POLICY

Students may change a schedule of classes only within the parameters noted below. Changes include adding a course to the schedule, dropping a course from the schedule, and changing sections. Specific deadline dates for making such changes are published each semester/term in the Schedule of Classes which is available on the Website. Payment and refund policies are in effect for schedule changes and these policies are available on the Website.

## ADDING A COURSE

For semester long, eight week, and summer courses:

Students may add courses to their schedules during the first week of classes. The first week begins with the first day that any class is offered. After that date, no course may be added without the permission of the advisor and instructor. Ability to add a course is also a function of individual course enrollment capacity which is established by the department chair.

## **DROPPING A COURSE**

For semester long courses:

Students may drop a course without penalty of failure during the first eight weeks of the semester. Dropping a course during this period means that the course will not appear on a grade report or transcript and no grade will be recorded. Students may not drop a course under any circumstances during the final eight weeks of a semester.

For eight week and summer courses:

Students may drop a course without penalty of failure during the first four weeks of the course. Dropping a course during this period means that the course will not appear on a grade report or transcript and no grade will be recorded. Students may not drop a course under any circumstances during the final four weeks of an eight week course or the final three weeks of a summer term.

## **FAILURE TO DROP A COURSE**

Students who cease to attend classes and do not officially drop courses during the established time periods receive grades in the courses as determined by the instructors.

## **SELECTIVE COURSE WITHDRAWALS**

After the first eight weeks of a semester long course, or after the first four weeks of an eight week or summer course, students may request selective course withdrawals while maintaining enrollment in other courses. All such require completion of a COURSE WITHDRAWAL FORM and must be accompanied by appropriate documentation and signatures from the advisor and the instructor. Each form must be filed with the Office of Registration Services. Withdrawing from a course during this period means that the course will appear on the transcript and a mark will be recorded.

Withdrawal marks of WP or WF will appear on the transcript. WP means passing at the time of withdrawal and WF means failing at the time of withdrawal. Both "D" and "F" grades constitute failure under the School of Nursing policy and will thus appear as WF on the transcript. WF marks are included as course failures when determinations of academic probation or academic failure are made. WF marks are not included in the calculation of semester, term, or cumulative grade

point averages.

## **COMPLETE WITHDRAWALS: SCHOOL OF NURSING AND UNIVERSITY**

A student may withdraw completely from the School of Nursing at any time. If a student is compelled by medical problems, circumstances beyond his/her control, or other extraordinary circumstances to leave the School and University prior to the conclusion of a semester or other term, the student must file an APPLICATION FOR WITHDRAWAL with the Office of Registration Services. The application must include documentation of the reason(s) for the withdrawal and required signatures: for undergraduate students, the Assistant Dean for Baccalaureate Studies; for both undergraduate and graduate students, the Associate Dean for Admissions and Student Affairs.

If a complete withdrawal occurs during the first eight weeks of a semester, or during the first four weeks of an eight week or summer course, and the APPLICATION FOR WITHDRAWAL is appropriately completed and filed, the student will receive a withdrawal mark of WD for each course attempted. Each WD mark will appear on the transcript. WD signifies withdrawn without a grade

If a complete withdrawal occurs during the first eight weeks of a semester, or during the first four weeks of an eight week or summer course, and the APPLICATION FOR WITHDRAWAL is appropriately completed and filed, the student will receive a withdraw mark of WP or WF for each course attempted. A withdraw mark of WP means passing at the time of withdrawal and at withdraw mark of WF means failing at the time of withdrawal. Both "D" and "F" grades in a course constitute failure under school of Nursing policy. Each WP and WF mark will appear on the transcript. WF marks are not included in the calculation of semester term or cumulative grade point averages.

## **STOP OUT POLICY**

For students who elect to stop out of continuous attendance and neglect to follow the leave of absence process, a return process is established and described below:

1. A student who stops out and was not in good standing, which includes having incompletes or NM (no mark) on grade record, and/or being on academic warning or probation when leaving the School of Nursing, must request reinstatement through the Student Affairs Committee. This process is outlined in the respective Handbooks.



2. A student who stops out and was in good standing, which includes having no incompletes or NM (no mark) on grade record, and not being on academic probation when leaving the School of Nursing AND has not been in attendance for up to three (3) semesters over a 12 month period, must submit a written request for return review. The return review request must be approved by the Assistant Dean for Baccalaureate Studies or the Assistant Dean for Master's Studies or the Assistant Dean for Doctoral Studies, as appropriate, before registration is permitted.

3. Such a return review request should be submitted to the School of Nursing Office of Registration Services no later than four (4) weeks prior to the start of the semester for which the student wants to register. The Office of Registration Services will forward the return review request and the student's folder to the appropriate Assistant Dean.

4. The return review request must include a statement explaining the reasons for stopping out of attendance and a general description of the activities the student has undertaken in the interim period. If the student has taken coursework for academic credit during the stop out period, official transcripts of such work must be submitted with the request. (The actual granting of any transfer credit from another institution by the School of Nursing is a separate process. Contact the Office of Registration Services for information).

5. The appropriate Assistant Dean will review the return review request and the student's folder to determine the appropriateness of the student's return to the School of Nursing. This review will include consultation with the student's faculty advisor and/or faculty as appropriate. Upon occasion, the student may be asked to provide additional information.

6. A student who submits a complete return review may expect to receive a decision from the School of Nursing mailed to them within ten (10) working days of submission of their request to the SON Office of Registration Services.

7. A graduate student who stops out of attendance for more than a twelve (12) month period must reapply for admission to the program and specialty (MS students) in which she/he was originally enrolled and follow all policies and procedures regarding the admissions process which are in effect at that time.

8. It is important to note that the five years to degree completion rule is in effect for all BSN and MS students, including those who stop out of attendance. This means that students pursuing BSN or MS degrees must complete degree

requirements within five years of the date of first enrollment and must complete degree requirements within an additional four years.

### **SATISFACTORY ACADEMIC PROGRESSION**

The Student Affairs Committee meets regularly to recommend and implement policies on progression. It is the student's responsibility to monitor his or her academic progression toward the completion of degree requirements, as well as to maintain good academic standing. Students receive a mid-semester warning from faculty if they are in jeopardy of failing. At the end of each semester, students receive grade reports on coursework completed. These reports of official grades (and their entry on the official transcript) are used to certify academic standing and to determine honors, academic probation or dismissal and the completion of degree requirements. The Office of Registration Services formally notifies in writing those students in poor academic standing who are placed on academic probation or are academically dismissed. Students also are notified in writing if/when they are removed from academic probation.

### **ACADEMIC STANDING**

Good academic standing is defined as satisfactory academic progress of a registered degree candidate both in coursework and toward degree requirements.

Poor academic standing is defined as academic performance that is below the expected level of achievement. Students in poor academic standing are placed on academic probation and may be subject to academic dismissal. Academic probation requires written notice to a student in poor academic standing from the Office of Registration Services. In the written notification of academic probation and unsatisfactory academic achievement, the student will be informed of the length of the probation and any specific conditions that must be satisfied to be removed from probation. Specific conditions warranting academic probation include:

1. A grade of "D" or "F" in a nursing course.
2. Failure to achieve a grade point average of at least 2.5 by the completion of 30 credits and/or failure to maintain at least a 2.5 grade point average in each subsequent semester and for graduation.
3. Academic misconduct.
4. An academic record reflecting other measures of unsatisfactory progress in meeting degree requirements.

**Academic dismissal** requires written notice to a student of dismissal from the undergraduate program by the Office of Registration Services. Dismissal results from continued evidence of unsatisfactory progress toward meeting

course or degree requirements and is often preceded by academic probation. Specific conditions warranting academic dismissal include:

1. Two grades of "D" or "F" earned in nursing courses.
2. Being placed on academic probation more than twice.
3. Academic misconduct.
4. An academic record reflecting other measures of unsatisfactory progress in meeting degree requirements.
5. Failure to pass a previously failed course on the second attempt.

## DISMISSAL OF STUDENTS

The School reserves the right to request the withdrawal of students who do not maintain the required standards of scholarship, or whose continuance in the School would be detrimental to their health or to the health of others, or whose conduct is not satisfactory to the authorities of the School. It is a general expectation that students will abide by rules and regulations established by the University and the School of Nursing. Violation of University and School regulations may result in the imposition of disciplinary measures.

## APPEAL OF DISMISSAL

A student academically dismissed from the undergraduate program for any reason other than academic misconduct may, within 14 days of the date on the notice of dismissal, make a written request for reconsideration of the dismissal, direct that request to the Associate Dean for Student Affairs. The Associate Dean for Admissions Student Affairs will review the request with the Admissions & Assistant Dean for Baccalaureate Studies and respond to the student, in writing, within seven days of the date of the student's request for reconsideration. The student may, within seven days of the date of the response, make a written appeal of the decision, directing it to the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will inform the student of his/her decision in writing within seven days of the date of the appeal.

## REINSTATEMENT PROCEDURE

Reinstatement requests are reviewed by the Student Affairs Committee. Students who were academically dismissed or who withdrew in poor academic standing may request reinstatement consideration in writing to the Associate Dean for Admissions Student Affairs. Such a request must be made no later than six weeks prior to the beginning of a semester. The following information must be included in the student's written request:

1. The reason(s) the student left the program.
2. If applicable, the reason the student was not successful in the



program.

3. What the student has been doing since leaving the program.
4. A reference from a current employer must be submitted. Letters of recommendation from former faculty instructors may also be submitted.
5. The reason the student wants to return to the program.
6. The reason the student thinks that she or he will be able to successfully complete the program, if reinstated.
7. A comprehensive plan developed to be supportive of academic success.
8. If a student seeking reinstatement to the School of Nursing has undertaken college/university coursework between the time of dismissal or withdrawal in poor standing and the time of seeking reinstatement, appropriate official transcripts must be submitted.

Although reinstatement requests are considered individually, these guidelines for consideration generally are followed:

1. General admission policies of the University and the School prevail (i.e., University rules and regulations, as well as space available).
2. Students may be reinstated only once.
3. A current physical examination is required, indicating that the student's health status is acceptable.
4. The student's total academic record and academic standing upon dismissal are considered.
5. Input from faculty members who have worked with the student will be sought and their recommendations will be considered.
6. The student's potential for successful completion of the program is evaluated.
7. Traditional and second-degree undergraduate students not in attendance at the School of Nursing for one year or more will have their academic records reviewed by the Student Affairs Committee to determine placement in the program and may be required to complete selected courses upon their return.
8. Upon reinstatement, undergraduate students not in attendance during the previous three years will have their records reviewed by the Student Affairs Committee and may be required to repeat all or selected courses.

Deadlines for requesting reinstatement are published by the Office of Student Affairs each year. Students who withdrew in good academic standing may apply for reinstatement through the Office of Registration Services. Notification of a decision to reinstate a student may be delayed until information on classroom space constraints is available. For additional information, see the School of Nursing Student Undergraduate Handbook.

## ACADEMIC MISCONDUCT

A faculty member or another student or students shall report in writing to the Associate Dean for Student Affairs, who serves as chair of the Judicial Board,

any information alleging the academic misconduct of a student. Examples of academic misconduct include acts such as plagiarism, cheating, misrepresenting someone else's work as one's own work, falsification of credentials, revealing contents of an examination to anyone who has not yet taken the examination, facilitating or enabling another student to commit an act of academic dishonesty and any other academic-related behaviors that are disrespectful of the rights of individuals, the policies of the School of Nursing and the University or professional standards of conduct.

The School of Nursing Judicial Board serves as the official body before which all allegations of misconduct are presented. Specific policies and procedures related to allegations of academic misconduct and the Judicial Board are outlined in the Student Code of Conduct and Appeals Policy and Procedures of the School of Nursing; these are found in the School of Nursing Student Handbook.

The Judicial Board has the authority to recommend sanctions to the Dean of the School of Nursing according to guidelines established in the Student Code of Conduct and Appeals Policies and Procedures. Possible sanctions for violations of this policy include reprimand, community service, probation, suspension and dismissal.

## **CODE OF CONDUCT**

At the heart of the academic enterprise are learning, teaching, and scholarship. In universities, these are exemplified by reasoned discussion among students and faculty, a mutual respect for the learning and teaching process, and intellectual honesty in pursuit of new knowledge. To accomplish these goals, it is imperative that certain standards of conduct be defined, understood, and strictly enforced.

As a prestigious, upper-division school awarding the Bachelor of Science in Nursing degree, the University of Maryland School of Nursing expects all members of the academic community—students, faculty, and staff—to strive for excellence in scholarship and character. The School has a long standing tradition of preparing skilled and knowledgeable professionals who maintain the principles of honesty, responsibility, and intellectual integrity in all aspects of their endeavors.

Simply stated, our community is only as strong as its individuals members. For a system based upon honor to be effective, each student must have a sense of personal and community responsibility in addition to personal integrity. That is why a student's continued enrollment at the School of Nursing is contingent upon that student's willingness and commitment to uphold the Code of Conduct.

Each student is required to sign the **Code of Conduct Pledge**. The actual signing of the Pledge will take place shortly before the beginning of classes in the student's first semester or term of enrollment.



# GRADUATE ACADEMIC REGULATIONS

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## DEGREE REQUIREMENTS

Requirements for graduation from the master's degree program include achieving a cumulative grade point average of at least 3.0 and successful completion of the planned program within a five-year period.

Requirements for graduation from the doctoral program include completion of the planned program within a nine-year period (a maximum of five years between matriculation and admission to candidacy and a maximum of four years following admission to candidacy); admission to candidacy for the doctoral degree; achievement of a cumulative GPA of at least 3.0; successful completion of preliminary, comprehensive and final oral examinations; completion of a satisfactory dissertation; completion of the Integrated Scholarly Portfolio; completion of a minimum of two consecutive semesters of full-time study.

Graduate students must maintain continuous registration and must be registered for at least one credit in the semester in which they wish to graduate. Diploma applications must be filed with the University of Maryland, Baltimore Graduate School by the stated deadline.

## PLAN OF STUDY

Upon admission to the master's program, each student is assigned a faculty academic advisor. Advisors are available for academic counseling and guide students in the *Plan of Study*.

Upon admission to the doctoral program, students are assigned an interim faculty advisor. Research advisors are selected by doctoral students at the end of the first year of full-time study.

All graduate students must complete a *Plan of Study* form, which outlines the student's expected progression through degree requirements. One copy of the *Plan of Study* must be filed with the University of Maryland, Baltimore Graduate School by the beginning of the second semester of study for master's students and by the beginning of the third semester of study for doctoral students. A second copy of the *Plan of Study* is kept in the student's nursing program file. Any major alteration to the plan requires filing an amended plan.

## SCHOLASTIC REQUIREMENTS

Each student should remain informed of and adhere to all regulations and

requirements of the Graduate School and the School of Nursing. The Graduate School and the School of Nursing require that all students maintain at least a 3.0 cumulative grade point average. A course may be repeated if a grade of less than "B" is received. The grade received for the repeated course is used in the calculation of the grade point average. Courses in the degree program that are completed with a "D" or "F" must be repeated. Grades earned for dissertation research and grades earned from courses that are transferred from other schools and/or previous study for degree credit are not included in the computation of the cumulative grade point average.

## TRANSFER CREDITS

A maximum of six credits of acceptable graduate-level coursework may be applied toward the master's degree. These are transfer credits from another accredited college or university or from non-degree status. In the doctoral program, transfer credits are individually assessed to determine relevance to the student's program of study; a variable number of transfer credits is permissible. Approval must be obtained from the major advisor, the Assistant Dean for Doctoral Studies, the Associate Dean for Academic Affairs and the University of Maryland, Baltimore Graduate School before any credits are transferred. In order to be eligible for transfer, the transfer course must have been taken within the time limit for the master's degree and may not have been used to satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the School of Nursing cumulative grade point average.

## CREDIT BY EXAMINATION

Graduate students may receive credit by examination for courses for which they are otherwise eligible to receive graduate degree credit. In the master's program, a maximum of nine credits may be received through credit by examination, depending on the individual specialty. A graduate student seeking to use this option must obtain the consent of the advisor and of the instructor responsible for the equivalent School of Nursing course. The Graduate School maintains a list of courses for which examinations are available. A fee is paid upon application for the examination. The fee is equal to the cost of one credit of tuition and is not refundable. The grade received for a course accepted through credit by examination is computed in the grade point average.

## GRADING SYSTEM

The following grades are used to report the quality of coursework on grade reports and transcripts:

**Grade Quality**

**Grade**

		Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Unsatisfactory	1
F	Failure	-
I	Incomplete	-
P	Passing at C level or above	-
WD	Withdrew from the courses and the University	-
WP	Passing at the time of Withdrawal	-
WF	Failing at the time of Withdrawal	-
AU	Audit	-
NM	No grade submitted by faculty	-

*(Note: Only grades of A, B, C, D and F are computed in the cumulative grade point average on grade reports. A grade of P is given only for specified courses that are graded pass/fail when performance is at a C level or above.)*

A grade of "D" or "F" is unsatisfactory for all nursing courses. Courses, unless otherwise specified, require a "C" grade or higher for the fulfillment of degree requirements. Graduate students must maintain an overall 3.0 (B) grade point average. Students are expected to complete all the requirements of graduate coursework during the semester in which they take the course.

A grade of "I" (Incomplete) is given at the discretion of the faculty member only when extenuating circumstances prevent the completion of a minor portion of work in a course. Students who request and receive a grade of "I" are responsible for arranging with the faculty member the exact work required to satisfy the incomplete. A letter grade must be assigned within one academic year. For courses not required for the degree, an "I" may remain on the student's transcript. This policy does not apply to 899 research grades, where the faculty member may assign letter grades, pass or fail grades or "I" grades. "I" grades must be replaced by appropriate terminal grades before the examining committee approves the applicable research.

## CHANGING A SCHEDULE



Students may change a schedule of classes only within the parameters noted below. Changes include adding a course to the schedule, dropping a course from the schedule, and changing sections. Specific deadline dates for making such changes are published each semester/term in the Schedule of Classes which is available on the Website. Payment and refund policies are in effect for schedule changes and these policies are available on the Website.

### **ADDING A COURSE**

For semester long, eight week, and summer courses:

Students may add courses to their schedules during the first week of classes. The first week begins with the first day that any class is offered. After that date, no course may be added without the permission of the advisor and instructor. Ability to add a course is also a function of individual course enrollment capacity which is established by the department chair.

### **DROPPING A COURSE**

For semester long courses:

Students may drop a course without penalty of failure during the first eight weeks of the semester. Dropping a course during this period means that the course will not appear on a grade report or transcript and no grade will be recorded. Students may not drop a course under any circumstances during the final eight weeks of a semester.

For eight week and summer courses:

Students may drop a course without penalty of failure during the first four weeks of the course. Dropping a course during this period means that the course will not appear on a grade report or transcript and no grade will be recorded. Students may not drop a course under any circumstances during the final four weeks of an eight week course or the final three weeks of a summer term.

### **FAILURE TO DROP A COURSE**

Students who cease to attend classes and do not officially drop courses during the established time periods receive grades in the courses as determined by the instructors.

### **SELECTIVE COURSE WITHDRAWALS**

After the first eight weeks of a semester long course, or after the first four weeks of an eight week or summer course, students may request selective course withdrawals while maintaining enrollment in other courses. All such require completion of a **COURSE WITHDRAWAL FORM** and must be accompanied by appropriate documentation and signatures from the advisor and the instructor. Each form must be filed with the Office of Registration Services. Withdrawing from a course during this period means that the course will appear on the transcript and a mark will be recorded.

Withdrawal marks of WP or WF will appear on the transcript. WP means passing at the time of withdrawal and WF means failing at the time of withdrawal. Both "D" and "F" grades constitute failure under the School of Nursing policy and will thus appear as WF on the transcript. WF marks are included as course failures when determinations of academic probation or academic failure are made. WF marks are not included in the calculation of semester, term, or cumulative grade point averages.

### **COMPLETE WITHDRAWALS: GRADUATE SCHOOL, SCHOOL OF NURSING**

A student may withdraw completely from the School of Nursing at any time. If a student is compelled by medical problems, circumstances beyond his/her control, or other extraordinary circumstances to leave the School and University prior to the conclusion of a semester or other term, the student must file an **APPLICATION FOR WITHDRAWAL** with the Office of Registration Services. The application must include documentation of the reason(s) for the withdrawal and required signatures: for undergraduate students, the Assistant Dean for Baccalaureate Studies; for both undergraduate and graduate students, the Associate Dean for Admissions and Student Affairs.

If a complete withdrawal occurs during the first eight weeks of a semester, or during the first four weeks of an eight week or summer course, and the **APPLICATION FOR WITHDRAWAL** is appropriately completed and filed, the student will receive a withdrawal mark of WD for each course attempted. Each WD mark will appear on the transcript. WD signifies withdrawn without a grade.

If a complete withdrawal occurs during the final eight weeks of a semester, during the final four weeks of an eight week course, or during the final three weeks of a summer course, and the **APPLICATION FOR WITHDRAWAL** is appropriately completed and filed, the student will receive a withdrawal mark of WP or WF for each course attempted. A withdrawal mark of WP means passing

at the time of withdrawal and a withdrawal mark of WF means failing at the time of withdrawal. Both “D” and “F” grades in courses constitute failure under School of Nursing policy. Each WP and WF mark will appear on the transcript. WF marks are not included in the calculation of semester, term or cumulative grade point averages.

## **STOP OUT POLICY**

The comprehensive Stop Out Policy is detailed on page (x).

## **SATISFACTORY ACADEMIC PROGRESSION**

Students must maintain satisfactory academic progress. Requirements for various admissions statuses are as follows:

- **Provisional Admission:** Any student admitted provisionally will be granted unconditional status when the provision(s) has been satisfied. The Graduate School and the School of Nursing will dismiss those students who fail to meet the provisions stated in the letter of admission.
- **Academic Jeopardy/Unconditional Admission/Probation:** Unconditionally admitted full-time students who have not maintained a “B” average during the first semester (eight credits) will be placed on probation and will be dismissed if minimum “B” grades are not achieved during the next semester in every course (eight credits). Unconditionally admitted part-time students who have not maintained a “B” average for the first 12 credits will be placed on probation and must achieve minimum “B” grades in every course during the next 12 credit hours.
- **Academic Progress at the End of the Third Semester:** A cumulative grade point average of at least 3.0 must be attained by all graduate students by the end of the third semester of attendance and maintained thereafter. Failure to achieve and maintain the 3.0 average will result in dismissal from the graduate program. In addition, a satisfactory level of research performance as determined by the research advisor and research committee must be maintained or dismissal from the program could result.
- **Additional Doctoral Program Requirements:** A student may be asked to withdraw from the doctoral program upon recommendation of the Assistant Dean for Doctoral Studies if any of the following occur:
  1. Failure to maintain a cumulative grade point average of at least 3.0.
  2. Failure on the second attempt in a preliminary examination.
  3. Failure on the second attempt in a comprehensive examination.
  4. Failure to be admitted to candidacy within five years of admission into



the program.

5. Failure to complete degree requirements within four years following admission to candidacy.
6. Failure to demonstrate a satisfactory level of research performance as determined by the research advisor and dissertation advisory committee.
7. Failure to maintain continuous registration.

## **DISMISSAL OF STUDENTS**

Academic policies and procedures are established to protect the School's integrity, as well as the individual student's interests and welfare. The School of Nursing's graduate programs, through its various faculties and appropriate committees, reserve the discretionary right to suspend any student from the University for failure to maintain any of the following: a satisfactory academic record; acceptable personal behavior; accepted standards of practice in a clinical agency; satisfactory standards of health.

When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interests of the University community, that person may be required to withdraw from the University.

## **APPEAL OF DISMISSAL**

The procedures for resolution of controversy between the Graduate School and a student dismissed for poor academic performance are found in the Graduate School Academic Dismissal Policy. Students dismissed for cheating or plagiarism may appeal that dismissal under the guidelines of the Graduate School Student Academic Misconduct Policy.

## **CODE OF CONDUCT**

The University of Maryland School of Nursing expects all members of the academic community-students, faculty, and staff to strive for excellence in scholarship and character. The School has an over 100 year old tradition of preparing skilled and knowledgeable professionals who maintain the principles of honesty, responsibility, and intellectual integrity in all aspects of their endeavors.

Simply stated, our community is only as strong as its individual members. For a system based upon honor to be effective, each student must have a sense of personal and community responsibility in addition to personal integrity. That is

why a student's willingness and commitment to uphold the Code of Conduct is required.

Each graduate student is required to sign the Code of Conduct Pledge. The actual signing of the Pledge will take place shortly before the beginning of classes in the student's first semester or term of enrollment.

## SCHOLASTIC HONORS FOR GRADUATES

### HONOR SOCIETIES

**National Honor Society of Nursing:** Sigma Theta Tau, founded in 1922, is the international honor society of nursing. The Pi chapter of Sigma Theta Tau was established at the University of Maryland in 1959. The purposes of Sigma Theta Tau are to recognize superior scholarship and achievement, to encourage and support research activities and to strengthen commitment to the ideas and purposes of the nursing profession. Candidates for membership are selected from the baccalaureate and graduate programs as well as from the nursing community. Selection is based on scholastic achievement, leadership qualities, creativity, professional standards and commitment.

**Who's Who among Students in American Universities and Colleges:** Membership in this organization is open to seniors and graduate students in the School of Nursing. Nomination and selection of members is based on scholarship ability, participation and leadership in academic and extracurricular activities, citizenship, service to the School and potential for future achievement.

**Phi Kappa Phi:** Phi Kappa Phi is a national honor society established at the University of Maryland in 1920. Its objective is to foster and recognize outstanding scholarship, character and social usefulness in students from all areas of instruction. Undergraduate students who are in the top 10 percent of their class and have completed 45 credits with the University and graduate students who have achieved a 3.9 GPA are nominated for this honor society.

### HONORS AND AWARDS

#### **BSN High Honors and Honors**

*High Honors* are awarded to the top 10 percent of baccalaureate graduates. Honors are awarded to the next 10 percent of baccalaureate graduates.

School of Nursing students are eligible for several types of awards upon completion of the undergraduate or graduate program. A number of awards have been donated by the alumni association and other groups or individuals who wish to recognize outstanding students, excellence in a specialty area of nursing research and/or exemplary leadership service. All awards are presented at the School's annual academic convocation held in May.

**Awards for Baccalaureate Graduates**

University of Maryland Alumni Association Award for Highest Average in Scholarship

University of Maryland Alumni Association Award for Leadership

Award for Excellence in Neurological Nursing

Edwin and L.M. Zimmerman Award

Flora Hoffman Tarun Memorial Award

Student Government Association Leadership Award for Contribution to the School of Nursing Community

**Awards for Master of Science Graduates**

University of Maryland Alumni Association Award for Leadership

Trauma/Critical Care and Emergency Nursing Alumni Award

Cynthia B. Northrup Award for Community Health

**Awards for Doctor of Philosophy Graduates**

University of Maryland Alumni Association Award for the Outstanding Doctoral Student

Mary V. Neal Research Award

Pi Chapter, Sigma Theta Tau International Dissertation Award



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## SCHOOL OF NURSING

### Administration

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Carolyn F. Waltz, PhD, RN, FAAN, associate dean, Academic Affairs  
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Ruth Harris, PhD, RN, FAAN, chair, Adult Health Nursing and acting chair, Administration, Informatics and Health Policy  
Patricia Morton, Assistant Director of Graduate Studies  
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Joan Powers, MA, associate dean, Student Affairs  
Linda Thompson, DrPH, RN, FAAN, associate dean, Policy, Planning and Workforce Development; acting chair, Child, Women's and Family Health Nursing  
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Mary Etta C. Mills, ScD, RN, CNAA, director, Professional and Distributive Studies  
Ann Thomasson, MS, assistant dean for budget and finance

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### Nurses Alumni Association Officers

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## FACULTY

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## University of Maryland Policy Excerpts

The University publishes the full text of the following policies and additional policies and procedures in the Student Answer Book. Copies of the Student Answer Book may be obtained from the University Office of Student Services at 410-706-7117/7714 (Voice/TTD).

### UNIVERSITY SYSTEM OF MARYLAND POLICY ON FACULTY, STUDENT AND INSTITUTIONAL RIGHTS AND RESPONSIBILITIES FOR ACADEMIC INTEGRITY

The academic enterprise is characterized by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process and intellectual honesty in the pursuit of new knowledge. By tradition, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the institution and the student, they are nevertheless conventions which should be central to the learning and teaching process.

#### I. Faculty Rights and Responsibilities

- A. Faculty members shall share with students and administrators the responsibility for academic integrity.
- B. Faculty members shall enjoy freedom in the classroom to discuss subject matter reasonably related to the course. In turn, they have the responsibility to encourage free and honest inquiry and expression on the part of students.
- C. Faculty members, consistent with the principles of academic freedom, have the responsibility to present courses that are consistent with their descriptions in the catalog of the institution. In addition, faculty members have the obligation to make students aware of the expectations in the course, the evaluation procedures and the grading policy.
- D. Faculty members are obligated to evaluate students fairly, equitably and in a manner appropriate to the course and its objectives. Grades must be assigned without prejudice or bias.
- E. Faculty members shall make all reasonable efforts to prevent the occurrence of academic dishonesty through appropriate design and administration of assignments and examinations, careful safeguarding of course materials and examinations and regular reassessment of evaluation procedures.
- F. When instances of academic dishonesty are suspected, faculty members shall have the responsibility to see that appropriate action is taken in accordance with institutional regulations.

#### II. Student Rights and Responsibilities

- A. Students share with faculty members and administrators the responsibility for academic integrity.
- B. Students have the right of free and honest inquiry and



expression in their courses. In addition, students have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.

C. Students have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.

D. Students have the right to be evaluated fairly, equitably and in a timely manner appropriate to the course and its objectives.

E. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance or such special assistance as may be specified or approved by the appropriate faculty members, is allowed.

F. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.

G. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

### III. Institutional Responsibility

A. Constituent institutions of the University System of Maryland shall take appropriate measures to foster academic integrity in the classroom.

B. Each institution shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty and to impose appropriate sanctions on students found to be guilty of acts of academic dishonesty.

C. Students expelled or suspended for reasons of academic dishonesty by any institution in the University System of Maryland shall not be admissible to any other System institution if expelled, or during any period of suspension.

### UNIVERSITY POLICY ON SCHEDULE OF ACADEMIC ASSIGNMENTS ON DATES OF RELIGIOUS OBSERVANCE

It is the policy of the University of Maryland to excuse the absence(s) of students that result from the observance of religious holidays. Students shall be given the opportunity, whenever feasible, to make up, within a reasonable time, any academic assignments that are missed due to individual participation in religious observances. Opportunities to make up missed academic assignments shall be timely and shall not interfere with the regular academic assignments of the student. Each school/academic unit shall adopt procedures to ensure implementation of this policy.

### UNIVERSITY POLICY ON REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING

It is the policy of the University of Maryland that students be provided a mechanism to review course grades that are alleged to be arbitrary or capricious. Each

school/academic unit shall develop guidelines and procedures to provide a means for a student to seek review of course grades. These guidelines and procedures shall be published regularly in the appropriate media so that all faculty and students are informed about this policy.

### THE UNIVERSITY OF MARYLAND POSITION ON ACTS OF VIOLENCE AND EXTREMISM WHICH ARE RACIALLY, ETHNICALLY, RELIGIOUSLY OR POLITICALLY MOTIVATED

The University System of Maryland Board of Regents strongly condemns criminal acts of destruction or violence against the person or property of others. Individuals committing such acts at any campus or facility of the University will be subject to swift campus judicial and personnel action, including possible expulsion or termination, as well as possible state criminal proceedings.

### UNIVERSITY OF MARYLAND POLICY ON SERVICE TO THOSE WITH INFECTIOUS DISEASES

It is the policy of the University of Maryland to provide education and training to students for the purpose of providing care and service to all persons. The institution will employ appropriate precautions to protect providers in a manner meeting the patients' or clients' requirements, yet protecting the interest of students and faculty participating in the provision of such care or service.

No student will be permitted to refuse to provide care or service to any assigned person in the absence of special circumstances placing the student at increased risk for an infectious disease. Any student who refuses to treat or serve an assigned person without prior consent of the school involved will be subject to penalties under appropriate academic procedures, such penalties to include suspension or dismissal.

### HUMAN RELATIONS CODE SUMMARY

#### Article I—Purpose

A. The University of Maryland is committed to the principles of free inquiry. It is also committed to human service. These commitments imply respect for all people, irrespective of any personal characteristics, and evaluation and advancement of individuals on basis of their abilities and accomplishments with regard to all university matters.

University of Maryland affirms its commitment to a policy of eliminating unlawful discrimination on the basis of race, color, creed, sex, sexual orientation, marital status, age, ancestry or national origin, physical or mental handicap or exercise of rights secured by the First Amendment of the United States Constitution. The University also is committed to eliminating unlawful sexual harassment, which is recognized as sex discrimination. The University will not condone racism, bigotry or hatred in any form directed to any individual or group of individuals under any circumstances.

B. The University establishes this Human Relations Code consistent with the policies of the Board of Regents of the University System of Maryland. The specific purpose of this code is to prevent or eliminate discrimination which is unlawful. This goal is to be accomplished through educational programs and through existing grievance procedures.

#### Article II—Scope of the Code



A. This code prohibits unlawful discrimination by the University, or by those using University facilities, with respect to employment, student placement services, promotion, or the award of academic or economic benefits on the basis of race, color, creed, sex, sexual orientation, marital status, age, ancestry or national origin, physical or mental handicap, or the exercise of rights secured by the First Amendment of the United States Constitution. The code does not apply to potential students, potential employees and to business relations between the University and other individuals or organizations.

B. Nothing in this code shall be construed to prohibit adoption of requirements of cleanliness, neatness, uniforms or other prescribed standards when uniformly applied for admittance to any facility for participation in clinical education or clinical activities, or when a standard is required in the interest of public relations or to avoid danger to the health, welfare or safety of any individual, including students, employees or the public.

C. Exceptions.

1. The enforcement of federal, state or Baltimore City laws and regulations does not constitute prohibited discrimination for purposes of this code. Separate housing or other facilities for men and women, mandatory retirement age requirements, variations in benefit packages based on marital status and religious and ethnic/cultural clubs are not prohibited.

2. The code is not to be construed to alter the methods by which promotions in academic rank may be achieved or by which salaries of faculty or employees may be determined. However, if, in the course of any grievance, it is alleged that discrimination has resulted in unfair application of standards for promotion or salary change, the appropriate fact finder may make a report to the campus authority responsible for making a final decision in the matter. The report will be advisory.

D. Specific activities subject to the code.

The code shall apply to the University of Maryland community in relation to activities including the following:

1. All educational, athletic, cultural and social activities occurring on the campus or at another location under the University's jurisdiction.

2. All services rendered by the campus to students, faculty and staff such as job placement programs and off-campus listings of housing.

3. University-sponsored programs occurring off-campus including cooperative programs, adult education, continuing education and seminars.

4. Subject to limitations stated previously, employment relations between the University and all of its employees, including faculty.

5. The conduct of University employees and their colleagues, supervisors or subordinates who are employed by the University's affiliates (e.g., UMMS). Although the University cannot directly control



the behavior of affiliates' employees, it will work with its affiliates to eliminate actions by their personnel contrary to this code.

E. In the event of any questions about the applicability of the code to a specific issue presented in a grievance, the University president shall make the final decision concerning the scope of the code.

## **EQUAL OPPORTUNITY**

The University of Maryland Baltimore is an equal opportunity institution with respect to both education and employment. The University's policies, programs, and activities are in conformance with pertinent federal and state laws and regulations on nondiscrimination regarding race, color, religion, age, national origin, sex and handicap.

In educational programs, the University and the School of Nursing do not discriminate on the basis of race, color, religion, age, ancestry or national origin, gender, sexual orientation, physical or mental disability, marital status or veteran status. Exceptions are as allowed by law, for example, due to bona fide occupational qualifications or lack of reasonable accommodations for disabilities.

The School has the objective of securing a broad racial, sexual and ethnic balance in its enrollment. To achieve this objective it gives every consideration to minority student applicants.

## Location / Directions

### TO REACH THE UNIVERSITY OF MARYLAND CAMPUS

The University of Maryland is located in downtown Baltimore, six blocks west of the Inner Harbor.

**Directions From I-95:** From I-95: Take Route 395 (downtown Baltimore) and exit onto Martin Luther King Jr. Blvd., staying in the right lane. At the fourth traffic light, turn right onto Baltimore St.; turn left at the second traffic light onto Paca St. (move into the right lane) and enter the Baltimore Grand Garage (visitor parking) on the right.

#### **Bus Access**

MTA buses numbered 1, 2, 7, 8, 9, 11, 20, 31, 35 and 36 all stop in the campus area.

#### **Subway Access**

The Baltimore Metro Subway runs from Johns Hopkins Hospital to Owings Mills. Stops closest to campus are at Lexington Market and Charles Center.

#### **Light Rail**

The Light Rail system connects northern Baltimore County, Oriole Park at Camden Yards and the Baltimore/Washington International Airport. The stop closest to the University is located at Baltimore and Howard streets.

*The University of Maryland Baltimore is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Association of American Universities. The baccalaureate and master of science programs of the School of Nursing are accredited by the National League for Nursing Accrediting Commission. The School is also accredited as a provider of continuing education in nursing by the American Nurses Credentialing Center's Commission on Accreditation. The School maintains membership in the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing. The baccalaureate program is approved by the Maryland Board of Nursing. The School is represented in the Council on Collegiate Education for Nursing of the Southern Regional Board by the dean and associate dean for academic affairs.*