



## **DEPARTMENT OF NURSING**

### **Graduate Nursing Student Handbook**

**Academic Year  
2012 - 2013**



*Prepare for Life*

*College of Professional Studies  
Department of Nursing*

### *Greetings!*

Welcome to the Bowie State University Graduate Nursing Program. This is an exciting time to return to school and pursue advanced nursing education. The faculty and staff are eager to assist you in attaining your career goals.

As you begin, be prepared for the rigor and challenge of graduate nursing education. Planning and time management are essential components for success. There are resources available in the University and within the Department of Nursing to assist you. The nursing faculty will facilitate your learning and socialization into the professional nursing specialty area that you have selected. When you have a question or concern, we strongly encourage you to seek assistance or guidance early.

This handbook includes the policies and procedures governing the graduate nursing program, be sure to review the content carefully. You are accountable for adhering to the policies and procedures outlined in this handbook. In addition, you are expected to review and abide by the policies stipulated in the BSU Graduate School Catalog and BSU Graduate Student Handbook.

We anticipate that you will be successful in achieving your nursing education goals and in continuing your journey of lifelong learning!

Sincerely,

Doris Clark, PhD, RN, CNE  
Assistant Professor of Nursing  
Chairperson, Department of Nursing

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## **BOWIE STATE UNIVERSITY POLICY STATEMENT**

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status or veteran status. All policies, programs, and activities of Bowie State University are and shall be in conformity with all pertinent Federal and State laws of nondiscrimination, including, but not limited to: Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; the Age Discrimination Act; the Americans with Disabilities Act of 1990; Federal Executive Order No. 11373; and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.

Equal opportunity of access to academic and related programs shall be extended to all persons. Bowie State University shall have as its firm objective equal opportunity in recruitment and hiring, rate of pay, all other promotions, training, retention and dismissals, for all employees and applicants for employment. The University will stress equal access for employees and applicants for employment to all programs and services provided by the University both on and off campus.

The University will also provide equal opportunity and an atmosphere of nondiscrimination with respect to women and members of minority groups in all its operations. In addition, the University shall promote equal opportunity and equal treatment through a positive and continuing Affirmative Action Program.

**From the Bowie State University Policies and Procedures Manual – Section VI –  
1.00. Equal Opportunity Policy Statement**

## THE PHILOSOPHY OF THE DEPARTMENT OF NURSING

The nursing curricula are developed and implemented based on the faculty's beliefs about professional nursing education and professional nursing practice, the nature of the client, health, and the environment. We believe that in order to meet the current and future needs of the global communities, professional nursing education must prepare graduates to provide therapeutic and culturally congruent care in a variety of settings.

*Professional nursing education* encourages the development of caring behaviors, therapeutic communication, social awareness and collaborative skills that facilitate academic and personal development. The faculty believes that professional nursing education also prepares learners to be critical thinkers, to make optimal use of educational environments, and to pursue continued education as a goal directed lifelong process.

*Professional nursing practice* is dynamic, complex, and integral to the health care system. Through evidence-based practice, nurses use research findings to make clinical decisions that facilitate health promotion, disease prevention, and health restoration to clients across the lifespan. The demonstration of caring behaviors, therapeutic communication, and culturally congruent care are vital in the provision of client-centered care. Professional nursing practice adheres to an established framework of ethical principles, legal regulations, and standards of practice in order to provide high quality, safe and competent care.

*The professional nursing role* is not limited to the utilization of the nursing process, but also incorporates technology, research activities, health policies, and clinical leadership in the provision of client care. Lifelong education is crucial to professional growth and development.

*Clients* are the consumers of nursing services. They are comprised of individuals, families, groups, and communities. We believe that the client is continually responding to the internal and external environment, and is capable of achieving optimal health, or a dignified death.

*Health* is a variable state that exists along a continuum of wellness to illness, and is defined by the client. Health is influenced by a variety of factors such as, spirituality, cultural practices, and environmental stimuli. Health outcomes are determined by the client's ability to cope with environmental factors, and to access the health care system.

*Environment* is the internal and external factors that impact the client's state of health. The environment influences the client, regardless of whether it is perceived or not.

*Baccalaureate nursing education* is comprised of knowledge from the natural sciences, liberal arts, technology, research, clinical practice, healthcare policy, and healthcare delivery systems. The baccalaureate nursing educational process prepares the learner, as a generalist, to practice in various settings within the ethical and legal framework of professional nursing. Graduates are educated to become leaders, interprofessional collaborators, and to implement evidence-based practice. The following concepts are essential to baccalaureate nursing education: caring behaviors, communication, culturally congruent care, evidence-based practice, professional nursing role, and critical thinking.

*Graduate nursing education* builds upon the generalist foundation of baccalaureate education to prepare nurses for advanced practice nursing roles. Graduate nursing education provides the student with opportunities to develop expertise and specialized knowledge in advanced practice nursing, including nursing education. Graduate nursing education incorporates evidence-based practice that enables nurses to participate in health information technology, health policy development, research, health promotion and management, and nursing education. The graduate nursing program is organized using core, supporting, and specialty content.

A family nurse practitioner is a registered nurse who is prepared, through advanced education, to provide a wide range of primary health care services to individuals and families with acute and stable chronic health conditions. In the family nurse practitioner program, students engage in the primary care management of a broad spectrum of health care needs identified in clients across the lifespan. Highlighted throughout the family nurse practitioner curriculum, are the principles of best practices, health promotion, disease prevention, and health management, with emphasis on the care of diverse and vulnerable populations. These principles are operationalized throughout practicum experiences in a variety of primary care settings.

A nurse educator is a registered nurse who, through advanced education, is prepared to educate professional nurses by facilitating learning through curriculum design, instructional strategies, evaluation, advisement, and other activities undertaken by faculty in schools of nursing or in health care settings. In the nurse educator program, students engage in advanced practice nursing experiences, and a teaching practicum designed to build expertise in evidence-based practice in a nursing specialty and nursing education, critical thinking, communication, leadership, and scholarship.

Advanced practice nursing roles include nurse practitioners, clinical nurse specialists, nurse administrators, and nurse educators. We believe that the advanced practice nursing roles are integral to meeting the current and future health needs of society.



## **MISSION STATEMENT**

The mission of the Department of Nursing is to provide quality academic programs that offer learners the opportunity to expand their knowledge base and pursue advanced study. The nursing curricula prepare professional nurses who demonstrate excellence in practice, apply ethical principles, display leadership skills, think critically, value diversity, and participate in research and community service. The Department of Nursing is committed to increasing the number of underrepresented minorities in the nursing profession.

## **PROGRAM GOALS**

The Department of Nursing goals are consistent with the mission of the University and reflect the philosophy of the nursing faculty. The Department of Nursing goals are to:

- Provide high quality programs supportive of the learning needs of students;
- Maximize opportunities to support recruitment, access, and retention efforts for students;
- Promote local and regional workforce development;
- Promote effective and efficient use of university and departmental resources.

## **GRADUATE NURSING PROGRAM OBJECTIVES**

The Master of Science in Nursing program prepares graduates who will:

1. Integrate theoretical models from nursing science and related disciplines to guide practice that is designed to promote the health and wellness of clients across the lifespan, and the application of methodologies in nursing education.
2. Utilize evidence-based practices to promote the development of professional nursing roles, ensure quality improvement, client safety, and the application of best practices.
3. Translate current research evidence into practice to improve policies, procedures, and practices in clinical and educational settings.
4. Employ communication technologies and information systems to improve outcomes in nursing education and in practice settings.
5. Advocate for policies that improve health outcomes for vulnerable and underserved populations, and the profession of nursing.
6. Demonstrate organizational and systems leadership in nursing education, and in clinical practice to improve the quality of care to clients.
7. Engage in interprofessional collaboration for the improvement of health and learning outcomes of individuals and populations.

8. Demonstrate cultural competence, high-quality nursing care, and educational standards in the design and delivery of health care services to vulnerable and underserved populations.
9. Incorporate legal and ethical principles in clinical practice and nursing education.

### **ORGANIZING FRAMEWORK OF THE GRADUATE PROGRAM IN NURSING**

Graduate education in nursing builds upon the generalist foundation of the undergraduate curriculum, provides students opportunities to develop advanced knowledge and clinical skills and prepares graduates for doctoral study. The organizing framework for developing and implementing the graduate nursing curriculum is based on concepts that include theory, research, health promotion, culture, legal and ethical practices, professional role development, and health policy.

Theory-based practice is a cornerstone of advanced practice nursing. Theoretical frameworks, as well as research evidence, guide nursing practice, and to provide scientific rationales for advanced practice nursing interventions.

Research at the master's level builds on research knowledge at the undergraduate level for providing more comprehensive and in-depth knowledge about the research process. Evaluation and critique of research as the basis for utilization of findings in practice is emphasized. Data analysis is also a component of the research sequence. Research findings as the rationale for interventions are included throughout the curriculum.

Health promotion interventions that assist clients of all ages to increase their well-being and actualize their health potential are a critical component of advanced practice nursing. The application of health promotion models for changing lifestyle behaviors is a major emphasis of advanced practice nursing.

Theories and concepts of transcultural nursing are essential to the development of a knowledge base that can be applied in nursing practice. The curriculum progresses from emphasizing cultural awareness of self to obtaining cultural, theoretical and conceptual knowledge; developing cultural skill; and enhancing skill in culturally sensitive encounters with clients.

Ethics in professional nursing practice embodies principles, rules, and standards of conduct that provide guidance for nursing practice. Health care systems and nursing maintain mores, laws, and ethical codes to ensure legal and ethical conduct of health care providers. Moral and ethical principles are utilized to guide nursing actions and solve ethical dilemmas.

Health policy is an authoritative decision made in the legislative, executive, or judicial branches of government. The curriculum introduces students to health policy models

that include formulation, implementation, and modification of policies. There is emphasis on identification of laws that impact advanced practice nursing. Students are encouraged to be active participants in the policy making process.

Professional role development in graduate nursing education involves internalizing a professional identity as an advanced practice nurse. Knowledge, skills, and attitudes related to advanced practice nursing are identified and developed throughout the curriculum. As knowledge and skills of the new advanced practice position are learned, and as students are socialized to a new level of practice there is progression through first identifying new practice roles, and then enhancing practice within the advanced practice role.

Graduates of the master's degree program are critical thinkers that utilize management and leadership skills to empower others through advocacy, activism, and collaboration.

Approved by FO: 2/2/2012

## **GRADUATE NURSING STUDENT POLICIES**

The policies in this section are applicable to all students enrolled in the graduate nursing program and are consistent with University policies. The *Graduate School Academic Catalog* is the legal document governing policies and procedures for graduate students (see the current *Graduate School Academic Catalog* section on Academic Policies and Procedures on the BSU website). Policies may change at any time by action of the Department of Nursing Faculty Organization. Students will be informed of all policy changes and effective dates.

### **Academic Honesty and Dishonesty**

Consistent with University policy (refer to current *Graduate School Academic Catalog*), nursing students are expected to conform to a strict standard of academic honesty.

#### **Academic Honesty**

Academic activities that are conducted in a truthful and authentic manner.

#### **Academic Dishonesty**

Academic activities that are deceitful and that have the intent to have someone believe that which is not true. Academic dishonesty includes cheating on examinations, plagiarism, unauthorized collaboration with others on assignments, submitting without authorization duplicate assignments for credit in more than one course, improper acknowledgment of sources of material, exhibit incompetent, unethical or illegal behaviors including documentation or falsification of clinical activities. Students will be recommended for dismissal from the nursing program when academic dishonesty is confirmed.

Students are required to sign the *Department of Nursing Academic Honesty and Dishonesty* form that will be placed in his/her file.

### **Clock Hours and Credit Hours**

In lecture courses one credit hour is equal to a 50 minute time period. In all clinical courses, one (1) credit hour is equal to five (5) clock hours of clinical practicum per week. Specific credit hours required for each course are published on the course syllabi, on the web-site for the current semester and in the *Graduate School Academic Catalog*.

### **Class and Practicum Attendance**

Students are expected to attend and to participate in all class and practicum sessions. Students must complete the required practicum hours. Students are required to notify appropriate faculty of absences or delays. Students are responsible for all academic content covered at all times.

### **Grading Criteria**

The Department of Nursing adheres to the grading criteria as established by the University. The grading scale for the graduate program in the Department of Nursing is as follows:

A= 90-100

B = 80 -89

C = 70 - 79

F = below 69.5

### **Grading for Theory and Practicum Courses**

Practicum courses must be taken concurrently with or after successful completion of the corresponding theory course. The theory and practicum courses are graded separately. All graduate students must achieve a grade of “B” or above in both courses in order to progress in the graduate nursing program. Students who do not achieve a grade of “B” or above in either the theory, or practicum courses, must repeat both the theory and corresponding practicum course.

### **Grade Appeal**

It is expected that all issues will be resolved at the lowest level. Students will attempt to resolve issues with their professor or advisor, as appropriate. If the issue cannot be resolved, the Department Chairperson will be consulted. A written appeal to the appropriate Dean is made if the matter cannot be resolved at the department level (see *Graduate School Academic Catalog*).

### **Advancement to Candidacy**

All graduate students must apply for advancement to candidacy upon completion of twelve (12) credit hours. The grade point average required for advancement to candidacy is 3.25 on a 4.0 scale. Advancement to Candidacy is accomplished by the student completing the *Request for Advancement to Candidacy* form obtained from the Graduate School and submitting it to the Office of the Registrar. The academic advisor submits a signed Proposed Program of Study. Students must have advanced to candidacy before taking the Comprehensive Examination. More detailed information about this process is found in the *Graduate School Academic Catalog*.

### **Academic Standing**

All graduate students are required to maintain a minimum grade point average of 3.0 on a 4.0 scale after advancement to candidacy (see *Graduate School Academic Catalog* for further information). All graduate nursing courses must be completed with a “B” or better. A grade of “C” or below in any graduate nursing course must be repeated before progressing to any subsequent theory and/ or practicum nursing course.

A grade of “C” in any non-nursing graduate course must be repeated. A grade below a “C” in any graduate course must be repeated before progressing. **Students may repeat a maximum of two different courses once.**

**Students who are unsuccessful in earning a grade above “C” in a repeated nursing course will be recommended for dismissal from the program.**

**Progression**

It is expected that a student will need no more than five years to complete the MSN degree or post-master’s certificate. Any student who exceeds the five-year time limit for completing a degree must apply for readmission to the degree program as a new student and begin a new planned program of study. Course credits over five years old may not be accepted in the new program of study. Other previous course work will be evaluated on the basis of its applicability to the new program of study.

To remain a student in good standing, all degree or post-master’s candidates must maintain a B (3.0) average and must take a minimum of four classes per academic year in which the candidate is enrolled. Full-time enrollment for graduate students is 9 semester hours. Graduate students in good standing may enroll in 12 semester hours in any semester with the approval of the Graduate Nursing Program Coordinator. Students are required to follow the Graduate School Policy for additional policies on progression.

**Program Completion Time Limits**

Requirements for the master’s degree in nursing and post-master’s certificate must be completed within a **5 year** period as established by the Board of Regents of the University System of Maryland (USM). The scheduled time will be computed by noting the date of admission to the University or by noting the date when credits allowed in transfer were taken, whichever is earlier.

**Continuous Enrollment**

Should there be a lapse of two academic semesters, excluding the summer semester or the mini-semester, during which the graduate nursing courses are not taken, the student must submit a Readmission Application to the Graduate School and an application for admission to the Graduate Nursing Program. Readmission applications may be secured from the Bowie State University website or the Office of Graduate Admissions, and the Department of Nursing website. Applications must be submitted before the application deadline date, and will be processed at the beginning of the semester. The decision to grant the request for readmission will be made by the Admission, Progression and Graduation Committee.

**Withdrawal**

Students may withdraw from one or more courses any time before the last three weeks of the semester and/or before the specified deadline for withdrawal from a course without academic penalty. To withdraw the student must complete an official withdrawal form in the Office of the Registrar.

Students who officially withdraw from courses before mid-semester will receive a “W” in those courses and receive no credit. They will not, however, suffer any academic penalty. Students who officially withdraw after mid-semester (and before the last three

weeks of the semester) will receive a “WF,” which will be counted as an “F” in the calculation of their grade point average.

Exact withdrawal dates will be published in the official academic calendar and are subject to approval by the Board of Regents.

Students who withdraw from a nursing course in poor academic standing (below a grade point average of 3.0) must meet with their faculty advisor and the course coordinator in order to request permission to retake the course. The final decision regarding the request will be made by the Admission, Progression and Graduation Committee.

Students who simply stop attending classes without officially withdrawing usually are assigned failing grades. The only exceptions to these withdrawal regulations will be for instances involving unusual circumstances that are fully documented. Students will receive refunds only when they withdraw from all their classes and only by the schedule outlined in the university System refund policy.

### **Late Paper Policy**

Five points will be deducted for each day a paper is late up to three (3) days. After three (3) days, papers will not be accepted. In the event of emergency, students are responsible to communicate with the appropriate faculty member.

### **Incomplete (I) Grades**

The Department follows the Bowie State University Graduate School Academic Catalog with regard to students who receive a grade of “Incomplete”. Students, who receive a grade of “Incomplete”, must meet with the faculty responsible for the course at least once each semester to discuss their progress in removing the ‘I’. The student must submit all required course materials at least one month prior to the end of the semester, in which they are completing the course work.

### **Academic Warning**

Graduate students with a course grade of less than a “B” will receive a mid-semester progress report with a written plan of action to assist the student to improve their academic standing. The student must meet with the faculty member concerned to address issues and concerns and to plan a course of action that may assist the student to be successful in the course.

### **Dismissal from Nursing Program**

Students will be recommended for dismissal from the graduate nursing program for the following reasons:

1. Academic dishonesty as outlined in the DON *Academic Honesty and Dishonesty* form.

2. Failure to advance to candidacy after completing a maximum of eighteen (18) credit hours.
3. Failure to maintain a 3.0 grade point average after advancement to candidacy.
4. Unprofessional and unsafe conduct in the classroom and/or in clinical practice.

### **Readmission to the Program**

Students dismissed from the graduate program for academic reasons may submit a written request for readmission after one academic year from the time of dismissal. The written request should be sent to the DON Chairperson and must explain the reason(s) for poor past academic performance and what activities will be implemented to facilitate or promote success if readmitted.

The Admission, Progression, and Graduation Committee will consider each request on an individual basis. If the time limitation for completion of the nursing program has not lapsed, the student will resume the curriculum in place at the time of readmission. If the time limitation has lapsed, the guidelines outlined in the current *Graduate School Catalog* will be followed. If dismissed for dishonesty and /or unethical practice, the student will not be readmitted.

### **Grievance Policy for Issues Other than Grades**

All issues should be resolved at the lowest level. In the event that the issue needs further review, the chain of command within the Department of Nursing should be followed. If there is no resolution within the Department, then sources outside the Department become involved.

#### Within the Department

Course Faculty  
Department Chairperson

#### Outside the Department

Dean, College of Professional Studies  
Dean, Graduate School  
Provost and Vice President for Academic  
Affairs  
The President

### **Comprehensive Examination**

All graduate students are required to successfully complete the comprehensive examination related to their field of study. The format for this examination is standardized by the University. The content of this examination is developed by the graduate nursing faculty. The examination is offered once each semester. The dates are published in the *Schedule of Classes* and students must register for the examination along with their other courses for the semester. Students are eligible to take the comprehensive examination following successful completion of two clinical nursing courses.



The comprehensive examination is completed on a computer provided by the University in a designated testing site. It is comprised of content areas representative of the curriculum.

Each family nurse practitioner student must answer four (4) questions. The following content areas are included:

- **Nursing Theories and Concepts** - examines overall knowledge of nursing theories and concepts and the ability to apply these to advanced practice clinical nursing situations.
- **Nursing Research** – examines knowledge about the research process, and application of evidence-based practices.
- **Role Concentration** - examines application of theories and research in designing a plan of care for a client situation. It also examines knowledge of issues related to advanced practice nursing roles.

Each nurse educator student must answer four (4) questions. The following content areas are included:

- **Learning Theories and Concepts** - examines overall knowledge of learning theories and concepts and the ability to apply these in an academic or clinical adult education situation.
- **Nursing Education Research** – examines knowledge about the research process, and the application of evidence-based practices.
- **Role Concentration** - examines application of theories and research in designing curriculum for a nursing course or seminar. It also examines issues related to nurse educator roles.

Each of the written responses is evaluated by two graduate nursing faculty members. In order to pass the examination, a student must receive a minimum grade of 80% in each area. Should the student fail any one area, the entire examination must be repeated. Grading criteria follow.

- a. Comprehensiveness = 35%** - The answer to the question must indicate a level of knowledge that includes primary principles, theories, or other relevant content that provides a complete picture of the answer to the questions.
- b. Logical Reasoning = 20%** - The answer is presented so that it makes sense and flows. The content proceeds in order and demonstrates the student's ability to apply problem-solving abilities and critical thinking abilities.
- c. Knowledge of Subject Area = 35%** - The answer demonstrates that the student recognizes and utilizes the literature to amplify, verify, or clarify information presented in the answer.
- d. Literacy and Style = 10%** - The answer complies with APA format, is devoid of spelling errors, and is grammatically correct.

The Chairperson of the Graduate Curriculum Committee will notify students of the time and date of an orientation session for the comprehensive examination.

Students are eligible to take the written comprehensive examination twice. A third and final attempt may be permitted after the student has met with his/her advisor to develop a plan to prepare the student for retaking the examination and completed the prescribed plan to the satisfaction of the advisor.

Students enrolled in the post-master's certificate programs are not required to take the comprehensive examination.

### **Student Advisement**

All students must meet with their faculty advisor before registration each semester and more often, as needed. Advisement sessions are used for planning student progression, discussing personal or professional issues and concerns, and obtaining other assistance that may be required. Students are encouraged to make an appointment for advisement.

### **Application for Graduation**

Students who anticipate meeting all requirements for graduation must apply for graduation by the deadline date as posted in the *Schedule of Classes* for the previous semester. The University establishes graduation fees and deadline dates. The Office of Admissions, Registration, and Records can assist you in matters related to this issue.

### **Graduation Requirements**

Students preparing to graduate must meet the following requirements:

1. Advancement to candidacy.
2. Successful completion of the Graduate Nursing Comprehensive Examination.
3. Successful completion of all course work.
4. Completion of a scholarly project or thesis (if required).
5. Maintaining a 3.0 GPA after advancement to candidacy.
6. Completion of all degree requirements within five consecutive years.

### **Exit Survey**

Graduating students will participate in an exit survey during their final semester of study. The survey is designed to solicit opinions about the nursing program.

### **Financial Aid**

Financial assistance at BSU is available through various sources. The opportunity is available to all students to receive funds if they meet the criteria. Personnel in the Financial Aid Office will assist students to explore financial assistance for which they may be eligible. The Financial Aid Office is located in the Henry Administration Building.

### **Governance**

It is expected that students will participate in governance within the Department of Nursing and in the University. The mechanism for this participation is through the BSU Graduate Student Association and student representation on the DON Graduate Curriculum Committee.

### **Liability Insurance**

**All students are required to be covered by professional liability insurance.** Family nurse practitioner (FNP) students need insurance coverage specific for FNP students. Students are required to submit proof of insurance prior to the first week of the practicum course. This information should be submitted to the course coordinator.

### **Office Hours**

The Department of Nursing Office is open Monday through Friday from 8:00 a.m. until 5:00 p.m. All faculty maintain office hours, that are posted on their office door.

### **Cancellation of Classes**

Cancellation of classes at the University is broadcast over local radio and television stations.

### **Graduate Assistantships**

Graduate students are invited to apply for graduate or teaching assistantships through the Graduate School. Benefits include tuition remission and a stipend. Students in programs requiring 31- 42 credits may serve as graduate or teaching assistants for up to two academic years. Students who enroll in programs with more than 42 credits may serve for up to three academic years. The level of commitment required is 20 hours per week of service to the University, attendance at monthly Graduate Assistantship Program (GAP) meetings, and active membership in the Graduate Student Association (GSA).

To be eligible, the student must:

- Enroll in a minimum of nine (9) graduate credits each semester of the assistantship;
- Enroll in less than 13 graduate credits per semester; and
- Maintain a minimum GPA of 3.0.

Students who serve as graduate or teaching assistants must follow the regulations governing these positions. Graduate assistants who violate or who do not adhere to policies will be released from the graduate or teaching assistantship programs.

### **Professional Documentation for Practicum Learning Experiences**

All students are required to submit and maintain a copy of their current nurse's license or any other licenses or certifications that substantiate their legal standing for the practice of nursing. The following documents must be current at all times.

1. CPR certification
2. Liability Insurance for Nurse Practitioner Student
3. Tuberculin skin test (PPD) within the past year or history of negative chest x-ray within the past 12 months.
4. Current RN license in the State of Maryland
5. District of Columbia license is recommended
6. Current Physical Exam which includes proof of immunizations (MMR, varicella, polio, hepatitis B, and DPT or Tdap (diphtheria / pertussis / tetanus)). The physical exam must be within 12 months of admission.
7. Criminal background check, if required by clinical agency.

### **Preceptor Assignments**

FNP and NE students are responsible for obtaining their preceptors 6 to 8 weeks prior to the beginning of the practicum course. An institutional agreement must be signed by the preceptor or CEO of the health care facility prior to practicum experience. Students are required to submit the following preceptor information to be reviewed and approved by the course coordinator.

- Name of the Preceptor
- Name and address of the health care facility, college or university
- Phone and fax number of the facility
- Name and phone number of the contact person
- Curriculum vitae of the preceptor

### **Transfer Credit**

Graduate work taken at other regionally accredited institutions must be evaluated and approved by the Graduate Nursing Program Coordinator in order to satisfy degree requirements at BSU. Such transfer credit:

- cannot be for courses over five years old and must satisfy the five-year time limit rule to count toward degree credit
- cannot exceed 6 semester hours
- cannot reduce residency requirements

Grades below “B” will not be accepted. Transfer grades are not used in calculating semester, or cumulative grade-point averages.

### **Deferral**

Students who are admitted to the program may defer their admission. The student must write a formal request for the deferment, apply for readmission, and submit copies of these documents to their DON Academic Advisor. There are no guarantees that readmission will be granted.

### **Non-Degree Students**

Only students classified as MSN degree or post-master’s certificate students are permitted to enroll in graduate nursing courses. Students who have not been formally admitted to the graduate nursing program may be granted to permission to enroll in a selected graduate nursing course with the permission of the Graduate Nursing Program

Coordinator, and Department Chair. These students must enroll at BSU through the Continuing Education Program.

### **Standard / Universal Precautions**

Students are required to implement Standard or Universal Precautions in all practicum settings where they may come into contact with blood and other body fluids. Precautions should be used when in contact with human tissues, cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids. Students who are exposed to body fluids while in the practicum setting should immediately notify the preceptor, responsible faculty, and the appropriate supervisory person in the agency. The student should follow-up with procedures available for employees of the clinical facility. This includes the right to request patient testing, individual counseling, and obtaining follow-up information for health care.

### **Student Requirements/Responsibilities in Theory Courses**

- All students are expected to attend and participate in all class sessions. Students are expected to notify the faculty if unable to attend class. Students may be asked to submit documentation that supports the reason for the absence. Two unexcused absences may adversely affect the course grade.
- Assignments and papers must be completed on time and in compliance with specified guidelines. Five points will be deducted for each day a paper is late up to three days. After three days, papers will not be accepted. Students will not be permitted to resubmit assignments for a higher grade. Students repeating this course may not submit coursework previously submitted and evaluated. All scholarly papers must be in APA format.
- Exams must be taken on the scheduled date and time. Students who do not take scheduled exams will receive a grade of zero "0". Students who are absent on an exam date, must formally notify the instructor, and may be required to provide documentation that supports the reason for the absence. The provision of a make-up exam is at the discretion of the instructor.
- Students must abide by the signed *Academic Honesty and Dishonesty* policies.
- Cell phones must be silenced or placed on vibration mode during class sessions. Students may not use or answer cell phones during testing.
- Student advisement will be during the scheduled office hours of the faculty or by appointment.
- Students who perform less than satisfactory on major assignments or exams are strongly encouraged to meet with the instructor. Students performing less than satisfactory on more than one assignment or exam are *required* to meet with the instructor prior to the due date for the next major exam or assignment.
- It is the student's responsibility to check Blackboard for messages and assignments at least once a week. Students are required to submit all typed assignments to the instructor using the designated assignment link in Blackboard, unless otherwise directed.
- Please refer to the Graduate Catalog, and Graduate Nursing Student Handbook

for additional policies and procedures.

- Students who have a disability and require special accommodations should report immediately to **Disability Support Services (DSS)**, located in Room 1328 in the Business and Graduate Studies Building (GSB) or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.

### **Course Lectures and Materials: Requirements and Limitations**

#### **A. Advanced Written Permission**

Recording of classroom lectures is prohibited unless advance written permission is obtained from the class instructor and any guest presenter(s). An instructor may provide such permission to an entire class as part of the course syllabus or other written description of a course. Students who require recording or other adaptations of lectures as a reasonable accommodation for a disability should contact the Office of Disability Support Services (DSS) in advance of the lecture in order to obtain permission for the recording.

In the event permission to record classroom lectures is granted, the professor will notify all students, speakers and other lecture attendees in advance that recording may occur. Every effort should be made to protect the confidentiality of a student with a disability who is being granted an accommodation, i.e. the professor will not name the student who is doing the recording when it is due to a disability accommodation.

#### **B. Limitations on Use of Recordings and Materials**

Permission to allow lecture recording is not a transfer of any copyrights in the recording or related course materials. Such recordings and materials may be used only for individual or group study with other students enrolled in the same class, and may not be reproduced, transferred, distributed or displayed in any public or commercial manner.

### **Student Requirements and Responsibilities in Practicum Courses:**

- Students are expected to arrive to the assigned practicum site on time and prepared to engage in the experience. *For FNP students: Be prepared to engage in primary care with the necessary equipment and supplies. This includes a stethoscope, otoscope, ophthalmoscope, references, pens, and notepad.*
- All students are expected to attend and participate in all practicum sessions. Students are expected to notify the faculty and preceptor if unable to attend the practicum. Students may be asked to submit documentation that supports the reason for the absence. Two unexcused absences will adversely affect the course grade. Arrange make-up hours with the preceptor at the convenience of the preceptor and agency. Students must inform the faculty member of the make-up date(s) and time(s).
- Students must maintain professional conduct and appearance at all times. Full-length lab coats with the BSU name tag must be worn at all times (unless otherwise specified by the preceptor and agency). Business attire must be worn under the lab coat. Students are expected to be well-groomed and neat in appearance. Long nails (> ¼ of an inch beyond the finger tip) and nail polish (other than clear polish) are not permitted. Open toed shoes and sandals are not

permitted. Hair must be worn off the shoulders or above the collar. Jewelry is limited to one pair of stud earrings, wedding rings, and watch. Name pins must be worn on the upper left area of the lab coat at all times.

- Students are expected to demonstrate respect and professionalism with all staff members and clients.
- Maintain confidentiality in all written and oral communication with clients, staff, and members of the interprofessional health team. Adhere to HIPPA requirements.
- Document on medical records in a timely manner, with legible writing, and in an organized manner without interrupting the flow of care. Correct spelling, grammar, and nationally approved medical abbreviations and phrases are required.
- Practicum case logs and SOAP notes must be completed weekly and in compliance with specified guidelines. All weekly SOAP notes and case logs are due on the Fridays by 11:59 p.m.
- Students must abide by the signed *Academic Honesty and Dishonesty* form.
- Cell phones must be turned off or placed on vibration mode during the practicum. Students may not use or answer cell phones when engaged with the client and preceptor.
- Incidents, accidents, or injuries during the practicum experience must be reported immediately to the preceptor and Graduate Nursing Program Coordinator. Students must document the injury or incident and adhere to the policies of the practicum site regarding incident management.
- Pregnancy: A student may engage in the practicum experience with written permission from the primary care provider. Students must be able to complete the practicum course requirements within the semester of enrollment.
- Please refer to the Graduate Student Handbook and Graduate Nursing Student Handbook for additional policies and procedures.

**Approved by GCC 8/2012**

**Approved by FO 8/2012**





antihypertensives. Drugs prescribed for respiratory, genitourinary, integumentary, endocrine, musculoskeletal, gastrointestinal, sensory, cardiovascular, and mental health problems are also a major focus of this course. (3 clock hours)

**NURS 610      ADVANCED PATHOPHYSIOLOGY      3 Credits**

This course focuses on the pathophysiology of body systems and clinical manifestations of pathological alterations in structures and functions of body systems. Underlying principles common to all disease processes are addressed. This course provides the foundation for primary care family nurse practitioner practice that includes diagnosis, treatment of minor acute and stable chronic conditions, and the promotion of health of clients. (3 clock hours)

**NURS 620      THE NURSE EDUCATOR ROLE      3 Credits**

*Co requisite: NURS 502*

This course provides the student in the nurse educator role with fundamental knowledge about the evolution of this role, the legal and ethical issues in nursing education, and the role of the nurse educator in higher education and healthcare organizations. Content includes information about the roles and responsibilities of the nurse educator application of learning theories, and issues impacting teaching and learning. (3 clock hours)

**NURS 621      SPECIALTY IN ADVANCED PRACTICE NURSING      3 Credits**

*Prerequisite: NURS 502, NURS 620*

This course provides students the opportunity to enhance knowledge and skills of advanced practice nursing within a selected specialty. Seminars allow students to apply theory and evidence-based practices to management of selected health-related problems. Planned practicum learning experiences are provided to enable students to acquire skills that are utilized in advanced practice nursing. (2 lecture hours; 5 practicum hours)

**NURS 622      CURRICULUM DESIGN IN NURSING EDUCATION      3 Credits**

*Prerequisite: NURS 502, NURS 620*

This course explores curriculum development from a historical and philosophical perspective. The formal process of curriculum planning, development, implementation, and evaluation is presented. Strategies for curriculum design and evaluation in the academic and healthcare settings are highlighted. (3clock hours)

**NURS 624      TECHNOLOGY IN NURSING EDUCATION      3 Credits**

*Prerequisites: NURS 502, NURS 509, NURS 620, NURS 622, NURS 626*

This course prepares students to design technology-based instruction for nursing education. Students will apply principles of learning theory and curriculum development for appropriate decision-making in the application of a variety of educational technologies. (3 clock hours)

**NURS 626 INSTRUCTIONAL STRATEGIES AND EVALUATION 3 Credits**

*Prerequisites: NURS 502, NURS 620*

This course prepares students for the application of instructional strategies and methods for teaching in the academic and health care settings. Skills essential to the role of nurse educator through designing, applying, and appraising instructional methods are addressed. An overview of methods utilized for evaluating learning will be provided including test construction, item analysis, teaching effectiveness, and clinical performance evaluation. (3 clock hours)

**NURS 628 TEACHING PRACTICUM 3 Credits**

*Prerequisites: NURS 622, NURS 624, NURS 626*

This course provides students in the nurse educator role the opportunity to develop skills in the teaching-learning process, curriculum development, and evaluation. Planned learning experiences are provided to enable students to participate in all phases of the teaching role, including clinical instruction in an area of specialization, classroom instruction, staff development, and course evaluation. (1 lecture hour; 10 practicum hours)

**NURS 712 PRIMARY CARE I: ADULT CLIENTS 3 Credits**

*Prerequisite: NURS 502, NURS 509, NURS 607, NURS 608, NURS 610*

This lecture course introduces the family nurse practitioner role in primary care settings. The primary care of adult clients with common acute and stable chronic conditions is discussed. Theories and concepts utilized for health promotion, health protection, disease prevention and health restoration are explored, with an emphasis on vulnerable and underserved adults and their families. Theories and research from nursing and other scientific disciplines are integrated into a framework that supports clinical decision making in the identification and management of adult clients. The family nurse practitioner's role in collaborating with an interprofessional team of health care providers is discussed. Legal and ethical issues related to the provision of primary care to adults, are examined. Factors that impact the delivery of health services to vulnerable and underserved adults and their families are examined. (3 clock hours)

**NURS 713 PRIMARY CARE I: ADULT CLIENTS - PRACTICUM 2 Credits**

*Prerequisite: NURS 502, NURS 509, NURS 607, NURS 608, NURS 610*

This practicum provides opportunities to apply knowledge and skills in advanced health assessment, diagnostic reasoning, health planning, and illness and disease management in the primary care of adult clients. Students work with experienced nurse practitioner and physician preceptors. Students provide direct primary care services to adult clients with minor acute and stable chronic conditions. Health education using teaching skills aimed at health promotion, disease prevention, and management of common acute and stable chronic illnesses is implemented. Students engage in collaborative care planning with members of the interprofessional health care team. (10 clock hours of practicum per week)

**NURS 714 PRIMARY CARE II: WOMEN'S HEALTH, OBSTETRIC, & PEDIATRIC CLIENTS  
5 Credits**

*Prerequisite: NURS 712, 713*

This lecture course introduces the family nurse practitioner role in the provision of primary care to women throughout the life cycle, obstetrical clients, and pediatric clients (from birth to 18 years of age). The primary care of women and children with common acute and stable chronic conditions is discussed. The comprehensive care guidelines for the management of obstetrical clients and their families are explained. Emphasis is placed on the synthesis of theories and research from nursing and other scientific disciplines to engage in clinical decision-making, and evidence based practice. Health promotion, health protection, disease prevention, health restoration, and cultural competence are explored. The family nurse practitioner's role in collaborating with an interprofessional team of health care providers is discussed. Legal and ethical issues related to the provision of primary care to women, children and their families are appraised. The delivery of primary care health services to vulnerable and underserved women and children are examined. (5 clock hours)

**NURS 715 PRIMARY CARE II: WOMEN'S HEALTH, OBSTETRIC, & PEDIATRIC CLIENTS  
PRACTICUM 3 Credits**

*Prerequisite: NURS 712, NURS 713*

This practicum provides opportunities to apply knowledge and skills in advanced health assessment, diagnostic reasoning, health planning, and management of clients in obstetric /gynecologic (OB/GYN), and pediatric primary care settings. Students work with experienced nurse practitioners, certified nurse midwives, and physicians as their preceptors. Students provide direct primary care services to women and children with common acute and stable chronic conditions; prenatal and postpartum care to obstetrical clients. Health education using teaching skills aimed at health promotion, disease prevention, and health management is implemented. Collaborative care planning with members of an interprofessional health care team is utilized. (15 clock hours of practicum per week)

**NURS 716 PRIMARY CARE III: OLDER ADULT CLIENTS 2 Credits**

*Prerequisites: NURS 712, NURS 713*

This lecture course prepares the family nurse practitioner student for the role of primary care provider to older adult clients with common acute and stable chronic health conditions. This course emphasizes health promotion, health protection, disease prevention, and health management of the aging adult and their family. Selected theories and evidence based practice guidelines are discussed in relation to assessment, diagnosis, and health management. The family nurse practitioner's role in collaborating and consulting with other members of the health care team is discussed. Social, economic, legal and ethical issues specific to the care of older adults are examined. Health policies that impact the delivery of health services to vulnerable and underserved adults and their families are explored. (2 clock hours)

**NURS 717 PRIMARY CARE III: OLDER ADULT CLIENTS – PRACTICUM 2 Credits**

*Prerequisites: NURS 712, NURS 713*

This practicum provides opportunities to apply knowledge and skills in health assessment, diagnostic reasoning, health planning, and illness and disease management in the primary care of older adult clients. Students work with experienced nurse practitioner and physician

preceptors in acute care and long-term care facilities. Students provide comprehensive care services to older adult clients with minor acute and stable chronic conditions. Students engage in collaborative care planning with members of the interprofessional health care team. (10 clock hours of practicum per week)

**NURS 718    PRIMARY CARE IV: FAMILY NURSE PRACTITIONER ROLE SEMINAR  
2 Credits**

*Prerequisites: NURS 714, NURS 715*

This seminar course emphasizes the integration and application of theory and evidence based practice in the role of family nurse practitioner (FNP) in providing primary care to clients and families across the lifespan. Issues related to role transition from professional nurse to independent family nurse practitioner are discussed. Leadership roles, organizational theories and dynamics are examined. Health care policy, health economics, and health care finance are analyzed for their impact on vulnerable and underserved populations, as well as on FNP practice. Regulatory, legal and credentialing requirements for practice are explored.

**NURS 719    PRIMARY CARE IV: FAMILY NURSE PRACTITIONER ROLE SEMINAR  
PRACTICUM                    3 Credits**

*Prerequisites: NURS 714, NURS 715*

This practicum emphasizes the application of theories and concepts when providing primary care to clients across the lifespan. There is an emphasis on enhancement of socialization and role development while providing and evaluating direct primary care services to individuals and families. Students have an opportunity to apply and evaluate their critical thinking and diagnostic reasoning skills as well as their personal philosophy of primary care practice. (15 clock hours of practicum per week)

**NURS 730    SEMINAR IN CRITICAL ISSUES FOR ADVANCED PRACTICE NURSING  
3 Credits**

***This course is taken in the last semester of the program.***

This course focuses on current issues influencing nursing practice and the status of the nursing profession. Content focuses on evolution of advanced practice roles, scientific basis for advanced practice, managed care and issues related to health care policy, legislation, finance and economic concerns. This course is taken during the final semester of the curriculum. (3 clock hours)

**Master of Science in Nursing  
Program of Study**

**Nurse Educator Program**

**Core Courses**

NURS 502 Conceptual and Theoretical Foundations for Advanced Practice Nursing (4)

NURS 509 Nursing Research (4)

NURS 730 Seminar in Critical Issues for Advanced Practice Nursing (3)

Total credit hours: 11

**Support Courses**

NURS 610 Advanced Pathophysiology (3)

NURS 621 Specialty in Advanced Practice Nursing (3)

Elective (3)

Total credit hours: 9

**Role Courses**

NURS 620 The Nurse Educator Role (3)

NURS 622 Curriculum Design (3)

NURS 624 Instructional Strategies and Evaluation (3)

NURS 626 Technology in Nursing Education (3)

NURS 628 Teaching Practicum (3)

Total credit hours: 15

**Total Program Credit Hours: 35**

**Master of Science in Nursing  
Program of Study**

**Family Nurse Practitioner Program**

**Core Courses**

NURS 502 Conceptual and Theoretical Foundations for Advanced Practice Nursing (4)  
NURS 509 Nursing Research (4)  
INSS 658 Health Informatics (3)  
NURS 730 Seminar in Critical Issues for Advanced Practice Nursing (3)

Total Credit Hours: 14

**Support Courses**

NURS 604 Epidemiology (3)  
NURS 607 Advanced Health Assessment (4)  
NURS 608 Pharmacotherapeutics (3)  
NURS 610 Advanced Pathophysiology (3)

Total Credit Hours: 13

**Role Courses**

NURS 712-713 Primary Care I: Adult Clients (5)  
NURS 714-715 Primary Care II: Women's Health, Obstetric & Pediatric Clients (8)  
NURS 716-717 Primary Care III: Older Adult Clients (4)  
NURS 718-719 Primary Care IV: Family Nurse Practitioner Role Practicum & Seminar (5)

Total Credit Hours: 22

**Total Program Credit Hours: 49**

<b>NURSE EDUCATOR TRACK            FULL-TIME PROGRESSION PLAN            (SAMPLE 2 YEAR PROGRAM)</b>	
<b>FALL SEMESTER (1)</b>	
<b>NURS 502</b> – Conceptual and Theoretical Foundations in Advanced Practice Nursing (4) <b>NURS 620</b> – The Nurse Educator Role (3) <b>NURS 610</b> – Advanced Pathophysiology (3)	Total Credit Hours = 10
<b>SPRING SEMESTER (2)</b>	
<b>NURS 509</b> – Nursing Research (4) <b>NURS 622</b> – Curriculum Design in Nursing Education (3) <b>NURS 624</b> – Instructional Strategies and Evaluation (3)	Total Credit Hours = 10
<b>FALL SEMESTER (3)</b>	
<b>NURS 621</b> – Specialty in Advanced Practice Nursing (3) <b>NURS 626</b> – Technology in Nursing Education (3)	Total Credit Hours = 6 <b>Practicum = 60 hours</b>
<b>SPRING SEMESTER (4)</b>	
<b>NURS 628</b> – Teaching Practicum (3) <b>NURS 730</b> – Seminar in Critical Issues in Advanced Practice Nursing (3) <b>NURS 799</b> Comprehensive Exam <b>Elective Course</b> (3)	Total Credit Hours = 9 <b>Practicum = 120 hrs</b>
<b>Total Program Hours: 35</b>	

**NURSE EDUCATOR TRACK  
 PART-TIME PROGRESSION PLAN  
 (SAMPLE 3 YEAR PROGRAM)**

**Fall Semester (1)**

NURS 502 Conceptual and Theoretical Foundations for Advanced Practice Nursing (4)  
 NURS 620 Nurse Educator Role (3)  
 Total Credit Hours = 7

**Spring Semester (2)**

NURS 509 Nursing Research (4)  
 NURS 622 Curriculum Design in Nursing Education (3)  
 Total Credit Hours = 7

**Fall Semester (3)**

NURS 610 Advanced Pathophysiology(3)  
 NURS 624 Technology in Nursing Education (3)  
 Total Credit Hours = 6

**Spring Semester (4)**

NURS 626 Instructional Strategies & Evaluation (3)  
 Elective (3)  
 Total Credit Hours = 6

**Fall Semester (5)**

NURS 621 Specialty in Advanced Practice Nursing (3)  
 NURS 799 Comprehensive Exam (0)  
 Total Credit Hours = 3 **Practicum = 60 hours**

**Spring Semester (6)**

NURS 628 Teaching Practicum (3)  
 NURS 730 Seminar in Critical Issues in Advanced Practice Nursing (3)  
 Total Credit Hours = 6 **Practicum = 120 hours**



**FAMILY NURSE PRACTITIONER PROGRAM**  
 (Sample)  
**PROGRESSION PLAN FOR FULL-TIME STUDENTS (2 YEAR PLAN)**

<b>FALL SEMESTER (1)</b>	
<b>NURS 502</b> – Conceptual and Theoretical Foundations in Advanced Practice Nursing (4)	
<b>NURS 607</b> – Advanced Health Assessment (4)	
<b>NURS 610</b> – Advanced Pathophysiology (3)	
	Total Credit Hours = 11
<b>SPRING SEMESTER (2)</b>	
<b>NURS 509</b> – Nursing Research (4)	
<b>NURS 608</b> – Pharmacotherapeutics (3)	
<b>NURS 712</b> – Primary Care I – Adult Clients (3)	
<b>NURS 713</b> – Primary Care I – Adult Clients Practicum (2)	
	Total Credit Hours = 12 Practicum = 120 hrs
<b>SUMMER SEMESTER (3)</b>	
<b>NURS 604</b> – Epidemiology (3)	
<b>NURS 716</b> – Primary Care III – Older Adult Clients (2)	
<b>NURS 717</b> – Primary Care III – Older Adult Clients Practicum (2)	
	Total Credit Hours = 7 Practicum = 120 hrs
<b>FALL SEMESTER (4)</b>	
<b>NURS 714</b> – Primary Care II – Women’s Health / Obstetrics / Pediatric Clients (5)	
<b>NURS 715</b> – Primary Care II – Women’s Health / Obstetrics / Pediatric Clients Practicum (3)	
<b>INSS 658</b> – Health Informatics (3)	
	Total Credit Hours = 11 Practicum = 180 hrs
<b>SPRING SEMESTER (5)</b>	
<b>NURS 718</b> – Primary Care IV – Family Nurse Practitioner Role & Seminar (2)	
<b>NURS 719</b> – Primary Care IV – Family Nurse Practitioner Role & Seminar Practicum (3)	
<b>NURS 730</b> – Seminar in Critical Issues in Advanced Practice Nursing (3)	
<b>NURS 799</b> – Graduate Nursing Comprehensive Exam (0)	
	Total Credit Hours = 8 Practicum = 180 hrs
<b>Total Program Hours: 49</b>	
<b>Total Practicum Hours: 600</b>	

<b>FAMILY NURSE PRACTITIONER TRACK</b>	
<b>(Sample)</b>	
<b>PART-TIME PROGRESSION PLAN (3 YEAR PLAN)</b>	
<b>Fall Semester (1)</b>	<b>Spring Semester (2)</b>
<b>NURS 502</b> – Conceptual and Theoretical Foundations in Advanced Practice Nursing (4) <b>NURS 610</b> – Advanced Pathophysiology (3) Total Credit Hours = 7	<b>NURS 509</b> – Nursing Research (4) <b>NURS 608</b> – Pharmacotherapeutics (3) Total Credit Hours = 7
<b>Summer Semester (3)</b>	<b>Fall Semester (4)</b>
<b>NURS 604</b> – Epidemiology (3) Total Credit Hours = 3	<b>NURS 607</b> – Advanced Health Assessment (4) <b>INSS 658</b> – Health Informatics (3) Total Credit Hours = 7
<b>Spring Semester (5)</b>	<b>Summer Semester (6)</b>
<b>NURS 712/713</b> – Primary Care I – Adult Clients (5) Total Credit Hours = 5 <b>Clinical = 120 hrs</b>	<b>NURS 716/717</b> – Primary Care III –Older Adult Clients (4) Total Credit Hours = 4 <b>Clinical = 120 hrs</b>
<b>Fall Semester (7)</b>	<b>Spring Semester (8)</b>
<b>NURS 714/715</b> – Primary Care II – OB/WH/Pediatric Clients (8) <b>NURS 799</b> – Comprehensive Exam (0) Total Credit Hours = 8 <b>Clinical = 180 hrs</b>	<b>NURS 718/719</b> – Primary Care IV – FNP Role/Seminar (5) <b>NURS 730</b> – Seminar in Critical Issues for Advanced Practice Nursing (3) <b>Clinical = 180 hrs</b>

## Internet Resources

### I. Nurse Practitioner

- [NursingCenter](#)
- [American College of Nurse Practitioners](#)
- [American Academy of Nurse Practitioners](#)
- [National Organization of Nurse Practitioner Faculties](#)
- [National Assoc. of Pediatric Nurse Associates/Practitioners](#)
- [NP Central](#)
- [Nurse Practitioner Alternative, Inc.](#)
- [ANPACC Listserv \(alt.\)](#) Advanced. Nursing Practice in Acute/Critical Care
- [National Institute of Nursing Research, NIH](#)

### II. Clinical Practice Guidelines

- [National Guideline Clearinghouse](#)
- [Primary Care Clinical Practice Guidelines](#)
- [UCSD Practice Guidelines Online](#)

### III. Primary Care

- [Mental Health Net](#)
- [Arthritis Foundation](#)
- [Diabetes Net](#)
- [DiversityRx](#): culturally competent health care
- [Association of Clinicians for the Underserved](#)
- [National Rural Health Association](#)
- [American College of Preventive Medicine](#)
- [American Family Physician](#), online journal of AAFP
- [New England Journal of Medicine](#)
- [AMA Publications](#) (JAMA)
- [Journal of Family Practice](#), Wayne State Univ., Michigan
- [General Practice On-Line](#)

### IV. Pediatrics

- [Internet Resources for Advcd. Practice Pediatric Nurses](#), UCSF
- [Pedinfo: A Pediatrics Web Server](#)
- [The General Pediatrician's View of the Internet](#)
- [Developmental-Behavioral Pediatrics Online Community](#)
- [National Parent Information Network](#)
- [American Academy of Pediatrics](#)
- [Pediatrics](#), Journal of the AAP
- [Bright Futures](#) Periodic Childhood Exam Guidelines

- [National Center for Education in Maternal and Child Health](#)
- [KidsHealth.org](#)

## **V. Adolescent Health**

- [Adolescence Directory Online](#), Indiana University
- [AMA Adolescent Health On-Line](#)
- [Society for Adolescent Medicine](#)
- [American Academy of Child and Adolescent Psychiatry](#)
- [Teenwire](#) PPFA

## **VI. School-Based Health Care**

- [National Assembly on School-Based Health Care](#)
- [Ctr. for Health/Health Care in Schools](#)
- [Ctr. for School Mental Health Assistance](#), Univ. of Maryland
- [Center for Mental Health in Schools](#), UCLA

## **VII. Women's Health**

- [National Women's Health Information Center](#)
- [OBGYN.net](#)
- [Online Birth Center](#)
- [La Leche League International](#)
- [World Alliance for Breastfeeding Action](#)
- [Female Genital Mutilation Network](#)

## **VIII. HIV/AIDS**

- [HIV InSite: Gateway to AIDS Knowledge](#), UCSF
- [The Body](#)
- [Critical Path AIDS Project](#)
- [CDC Division of HIV/AIDS Prevention](#)
- [CDC HIV/AIDS Surveillance Report](#)
- [Association of Nurses in AIDS Care](#)
- [HIV InfoWeb](#)
- [AIDSdot Org](#)
- [Project Inform](#)

## **IX. Complementary and Alternative Health Care**

- [Office of Alternative Medicine](#), NIH
- [American Assoc. of Colleges of Osteopathic Medicine](#)
- [Alternative Medicine Homepage](#)
- [Acupuncture.com](#)

## **X. Case Studies and Interactive Tutorials**

- [The Virtual Hospital](#), University of Iowa
- [Geriatrics Education Project](#), University of Florida
- [The Auscultation Assistant](#), UCLA
- [Short Rounds](#), Stanford University
- [WebPath](#), University of Utah.

## **XI. Evidence-Based Health Care**

- [CEBM](#) or [CEBM](#): Centre for Evidence-Based Medicine, Oxford University
- [Evidence-Based Health Informatics](#), McMaster University

## **XII. Government Agencies**

- [Centers for Disease Control and Prevention](#)
- [CDC Morbidity and Mortality Weekly Report](#)
- [National Institutes of Health](#)
- [Agency for Health Care Research and Quality](#) (DHHS)
- [Health Resources and Services Administration](#), DHHS
- [Office of Disease Prevention and Health Promotion](#), DHHS

## **XIV. Pharmacology**

- [PharmInfoNet](#), Pharmaceutical Information Network
- [RxList](#), Internet Drug Index
- [Pediatric Pharmacotherapy Newsletter](#), Medscape

## **XV. Other Resources**

APA Style Help: [www.apastyle.org](http://www.apastyle.org)

APA Help – Perdue: <http://owl.english.purdue.edu/owl/resource/560/01/>

Center for Disease Control: [www.cdc.gov](http://www.cdc.gov)

FAFSA: Financial Aid: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Maryland Board of Nursing: [www.mbon.org](http://www.mbon.org)

Maryland Higher Education Commission

<http://www.mhec.state.md.us/financialAid/descriptions.asp>

Scholarship Listings: <http://www.minoritynurse.com/financial/scholarships.html>

## Department of Nursing Directory

### Department Chair

Dr. Doris Clark 301-860-3203

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Mrs. Charlita McNair, Administrative Assistant 301-860-3201

### Graduate Nursing Program Coordinator Family Nurse Practitioner Program Coordinator

Dr. Elaine Ridgeway 301-860-3208

### Nurse Educator Program Coordinator

Dr. Doris Clark 301-860-3203

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