
**Coppin State University
Helene Fuld School of Nursing
Family Nurse Practitioner Program**



STUDENT HANDBOOK
2009 - 2012



Coppin State University

HELENE FULD SCHOOL OF NURSING

Dear Graduate Student:



Dr. Marcella Copes
Dean and Professor

It is a pleasure to welcome you to the Master of Science in Family Nurse Practitioner Program at Coppin State University, Helene Fuld School of Nursing. The Nursing Faculty have developed and implemented a program of study, which produces leaders in advanced nursing practice as Family Nurse Practitioners. You will find this program to be rigorous and demanding, yet stimulating. This program will give you the confidence of the new Millennium Practitioner who will be capable of providing care to diverse populations.

This handbook will provide you with information you will need as you progress through the program. It will be updated periodically and replacement pages will be provided to you as necessary. Please note that policies and procedures of Coppin State University are described in the Coppin State University Graduate Catalog. This handbook is a supplement, and is specific to the School of Nursing's Graduate Program. I also encourage you to review the School of Nursing Undergraduate Handbook for general rules and regulations, as it applies. You should become familiar with the contents of all three.

We are extremely pleased that you have selected Coppin State University Helene Fuld School of Nursing for graduate study. Welcome to our program, and if we can be of any further help or assistance to you, please do not hesitate to call on us.



**Coppin State University
Family Nurse Practitioner Program
Student Handbook**

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**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING
MASTER'S IN NURSING PROGRAM**

OVERVIEW OF MISSION

The primary mission of Coppin State University is to provide high quality undergraduate and graduate education in the Arts and Sciences and in pre-professional and professional areas, including Teacher Education and Nursing, within the University System of Maryland. Coppin State University has the unique mission of focusing on the problems, needs, and aspirations of the people of Baltimore's Central City. As a part of the community, the University faces and addresses many challenges. In order to meet these challenges, Coppin State University will continue to develop as a model comprehensive, urban, liberal arts University offering innovative, career oriented instructional programs designed to serve the needs of the central city, metropolitan area, the state, and the nation.

PHILOSOPHY OF THE SCHOOL OF NURSING

The School of Nursing, as an integral part of Coppin State University, is committed to the academic goals of the Parent Institution. Through its program of study and outreach service, the School of Nursing fosters the University's unique mission of focusing on the problems, needs, and aspirations of the people of Baltimore's Central City, which is acknowledged as a vulnerable population. Faculty are committed to providing resources needed to expand the margin of success of students from the University's service area.

Faculty in the School of Nursing have developed statements, which reflect their beliefs about the interrelationships among the individual, society, health, nursing, education, and nursing education. These philosophical statements give direction to the curricula of the baccalaureate and master's degree programs in nursing.

Faculty recognize the worth and dignity of the individual as a holistic being with biopsychosocial and spiritual needs. Faculty believe there is a dynamic exchange and interdependence between the individual, his or her internal, and external environments. The internal environment relates to the homeostatic functioning of the biopsychosocial and spiritual aspects of the client, which is defined as individual, family, and community. The external environment is composed of perceptual, conceptual, and operational dimensions.

Faculty believe that one important component of the external environment is the health care delivery system. Because of its dynamic state, the health care delivery system influences the individual's ability to protect integrity, conserve energy, and maintain balance. Through the process of adaptation, the individual responds in an integrated fashion to internal and external environmental forces in order to protect integrity and maintain balance. When adapting to the environment, the individual uses multiple levels of responses. Nursing, an interactive process, is based on an understanding of the individual's relationship with the environment and adaptive

processes, and right to participate in nursing care as a partner. The nurse empowers the client with skills needed to make decisions related to care.

Faculty believe the organization of individuals into families and communities is the foundation of society, and that society influences the definition of health and illness because of its normative value aspects. Health is an individual perception of one's state of being, which each person defines in relation to culture and values. Health is a state of wholeness, dynamic in quality and reflects the individual's ability to adapt to the environment. When adaptation is unsuccessful, the client's health will decline and it can continue to decline until death occurs. Health care delivery requires a culturally competent provider who responds to a diverse society's needs, demands, and values in a humanistic interaction, and is responsive to changing trends and needs of the client. The professional nurse functions in the health care delivery system in a collaborative role, as well as an interdependent and independent provider.

Faculty believe nursing is a scientific and interactive discipline, which facilitates the promotion, maintenance, and restoration of adaptive responses in clients, through therapeutic nursing interventions. The goal of professional nursing is to maximize the adaptation level achieved by individuals, families, and groups, whose health status influences the health of communities. The advanced practice nurse manages nursing services delivered to clients in a variety of settings; including hospitals, homes, and community-based health care centers. The standards of practice established by the nursing profession are the criteria upon which the nursing practice is based. The professional nurse utilizes critical thinking, psychomotor, communication, and other affective skills to perform the nursing process through which nursing services are delivered.

Faculty believe education is an individual process in which the teacher and learner have shared responsibility for promoting growth in the cognitive, psychomotor, and affective domains. Experiences are provided which enhance students' development of self-direction as they become increasingly responsible for their own learning. Faculty stimulate students' motivation toward achieving professional attributes of intellectual inquiry, analytical thinking, judgment, creativity, caring, appreciation of values, and positive self-regard. As students develop critical thinking skills, they demonstrate increased ability to make reasoned decisions, and judgments to solve clinical practice problems and use new technology. Incorporation of web based activities and instruction through computer skills is emphasized.

Baccalaureate education, with a major in nursing, is the minimum preparation for professional practice in nursing. Baccalaureate education promotes self-assessment and a belief in continued personal and professional growth through learning experiences. The faculty believe that baccalaureate education prepares the graduate for the emerging roles of the beginning nurse generalist and provides the foundation for graduate study. Professional nursing education is built on theoretical foundations of the humanities, liberal arts and the basic, and applied sciences. These are used in conjunction with nursing science in a creative and disciplined approach to provide nursing care under conditions of change. Baccalaureate education provides students with the opportunity to acquire nursing skills and knowledge, and to establish patterns of intellectual inquiry. These are essential competencies for the professional nurse who will effectively anticipate needed changes in health care delivery systems in an evolving society.

Graduate education builds on the foundation of undergraduate education. It prepares nurse professionals with advanced practice skills necessary to function as experts who provide direct care in a specialized area of clinical practice. Graduates incorporate advanced theory, research, and clinical skills into the competencies required to assume responsibility and accountability for the health promotion, assessment, diagnosis, and management of culturally diverse clients' problems.

The graduate nursing program at Coppin State University responds to the health and wellness trends and needs of Baltimore City's urban communities, while focusing on the specialty role of the Primary Care Nurse Practitioner to define practice and prescribe the educational preparation required.

BELIEFS AND MISSION

The faculty of the School of Nursing believe that graduate education prepares the nurse with a strong theoretical foundation, and provides increased opportunities to sharpen critical thinking and decision-making skills. These dimensions of advanced nursing practice are needed to accurately assess, plan, intervene, and evaluate the health-illness experiences of culturally diverse clients.

The mission of the Master's degree in Nursing Program (MSN) is to prepare graduate nurses with advanced knowledge and practice skills. The graduate program of the School of Nursing derives its purpose directly from the underlying philosophy of the School of Nursing. The graduate program builds on the foundation of undergraduate education; the program prepares professionally educated nurses who are capable of intellectual and professional leadership to provide high quality clinical nursing to populations, focusing on urban settings in underserved communities. Major areas of concentration are directed toward reaching applicants who have commitment to continual personal and professional growth in serving the community.

AIM OF THE MSN PROGRAM

The goal of the Master's in Nursing Program is to prepare graduates for leadership roles in nursing.

The purposes of the MSN Program are:

1. To prepare professionally educated nurses who are capable of providing quality clinical nursing through, intellectual and advanced professional leadership skills to population.
2. To develop and refine nursing knowledge and skill through research and formulation of concepts and principles.
3. To incorporate computer access to health care delivery.

Major areas of concentration offered at the Master's level in nursing at Coppin State University are directed toward reaching students who have commitment to continual personal and

professional growth. Emphasis on the needs of the culturally diverse urban community is foremost.

MSN PROGRAM TERMINAL OBJECTIVES

Upon completion of the Master's in Nursing Program the graduate will be able to:

1. Acquire advanced knowledge from the science and humanities to support advanced nursing practice and role development.
2. Expand personal knowledge of nursing theories, concepts, and a basis for advanced nursing practice.
3. Acquire the knowledge and skills related to a specific role in nursing.
4. Acquire advanced knowledge and skills in the research process.
5. Provide care for urban based ethnically and culturally diverse clients, in health and illness, utilizing appropriate theoretical frameworks.
6. Plan, initiate, and evaluate changes in the health care system.
7. Utilize computers and other technologies to manage, evaluate, and investigate health care issues.
8. Develop and implement leadership strategies for the improvement of health care.
9. Collaborate with multi-disciplinary health care teams to foster continuity of care.
10. Advocate for health care consumer improvement, and for the advancement of nursing as a profession.
11. Participate in life-long learning as a professional member of society.
12. Acquire a foundation for doctoral study.

MASTER’S PROGRAM CURRICULUM MODEL

The model represents graduate nursing education, which reflects Myra Levine’s concepts of care. Myra Levine’s framework is a guide for students’ learning and curriculum content in undergraduate program. In the Coppin State University Nursing Program, the master’s curriculum model consists of three systems:

1. Client System

As defined by Myra Levine “an individual, family, or community, client system with its goal of adaptation, promotes optimal wellness through the Nursing Process.” Each human being is viewed at his or her level of development. Human development is a process of change. There is continuous interaction with external and internal environment. Human needs are the human requirements, which demand responses in order to attain a balance between energy utilization and energy conservation. Nursing attempts to maximize the energy available to the client for health by reducing demands on energy and by increasing competence to use energy constructively. The interaction that occurs between the nurse and the client is the nursing process.

2. Advanced Nursing Practice

In 1980, the American Nurse’s Association described specialization in nursing practice as a narrowed focus on a part of the whole field of nursing. Specialization is the application of a broad range of theories to the specific phenomena within the nursing domain to identify, resolve, clarify, refine, and generate nursing knowledge for clients’ well being.

In Advanced Nursing Practice there is a strong need of a nursing framework which serves as a guide for client care. Coppin State University currently uses Myra Levine’s Nursing Model. Faculty believe that at the graduate level students usually have established a framework of nursing for practice. In this curriculum, guidance will be given to the development of a model for practice. Students have the choice of using Myra Levine’s Model or selecting another nursing model for practice.

Nursing content throughout the curriculum will give the student the opportunity to have a framework so that client care is organized on a nursing model of practice. In advanced nursing practice, the nurse’s values/ethnicity/culture are important concepts. Advanced nursing practice education includes a consideration of ethical questions about health care delivery and the field of practice. Nursing content includes the phenomena of human response to actual or potential health problems. Nurses use the nursing process and clinical data in delivering care. The advanced nursing practice outcome is achieved through the process of: Leadership, Teaching, Management, Consultation, and Research. Curriculum content includes courses required by advanced formal education, and it prepares the graduate for certification by the National Certifying Agencies.

3. Health Care System

The third system of the curriculum model is the Health Care System. “Health Care includes many professional segments, each of which has its own definite characteristics, and independent function” (American Nurse’s Association, 1980).

In this system, the curriculum model presents the community of providers as independent professional nurses, physicians, pharmacists, etc., as well as the level of care in the system (Primary, Secondary, Tertiary).

Primary health care has been described as “a person’s first contact in a given episode of illness within the health care system that leads to a decision of what must be done to help resolve this problem and ... the responsibility for the maintenance of health, evaluation, and management of symptoms and appropriate referrals.

Through curriculum objectives and content, an effort will be made to guide students in the development of advanced practice and leadership roles in nursing. A nursing model rather than a medical model, will be the organizing framework for the curriculum.

Whereas, the medical model focuses solely on signs, symptoms, and the pathology of disease, the expanded role of the nurse, based on a nursing model, focuses on the whole person. Further, since assessment skills are adjuncts to the nursing process, their incorporation into the nursing role is best described within the context of a conceptual model of nursing.

There is a basic agreement within the profession as to the four essential concepts in a nursing model of nursing education. They are: (1) person, (2) environment, (3) health, and (4) nursing. Johnson (1973) stated that a number of nurses have chosen the medical model of practice because they do not think nursing has a destiny of its own, or they believe their identity depends on the sanction of the physician.

PERSON

Man may be seen as an active or passive being who cooperates with the environment, controls the environment or is controlled by it. The wholeness and integrity of man is emphasized. Emphasis may be placed on individual, unique attributes. Attention may be placed on physical, social, cultural, spiritual, and psychological aspects of man’s nature. The nature of man influences very directly the nature of nursing.

ENVIRONMENT

Environment is viewed as all of the influences and circumstances surrounding and affecting man. Environment has both an internal and external component. The internal environment relates to factors such as personality, mental capacity, and genetic make-up. The external environment includes all factors outside the individual. The nurse is part of man’s external environment. The nature of man-environment interactions greatly influences the nature of nursing.

HEALTH

Health and illness are a continuum (co-existing or mutually exclusive states). Health may be viewed as a behavior, or from a physical, mental, or social perspective. A physical perspective emphasizes observable and measurable manifestations of illness. Mental perspective emphasizes the person's state of mind, and a social perspective emphasizes inability to carry out prescribed roles. Perception of health directly influences the practice of nursing.

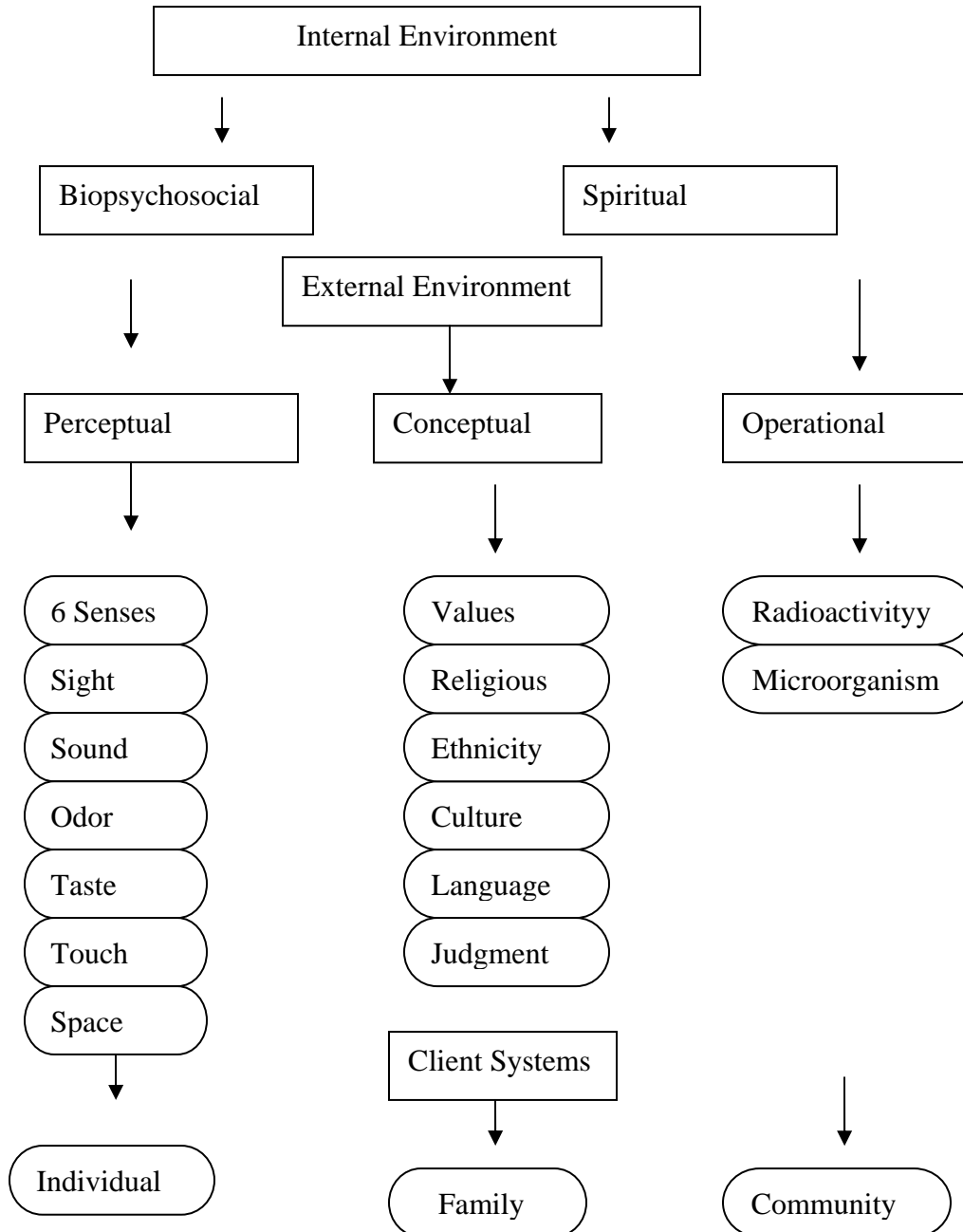
NURSING

Nursing is a learned profession, an applied science, and a practice discipline, one which indicates the rigors of scientific inquiry, and another which implies a commitment to service. Nursing, as an applied science, is committed to the task of utilizing knowledge to achieve some well-defined goal. Nursing draws heavily upon basic science to drive its body of knowledge. The goals of nursing must be established in precise terms, to give direction to the search for a body of knowledge.

There is an ultimate goal held by all health care workers: the promotion and maintenance of optimum health of individual and groups. Toward this ultimate goal, there are a number of subsidiary goals: the prevention of illness, the provision of comprehensive care, the promotion of recovery, improvement in health practices, and health status, and expansion of the common body of knowledge of health and disease.

CONCEPTUAL FRAMEWORK FOR CURRICULUM

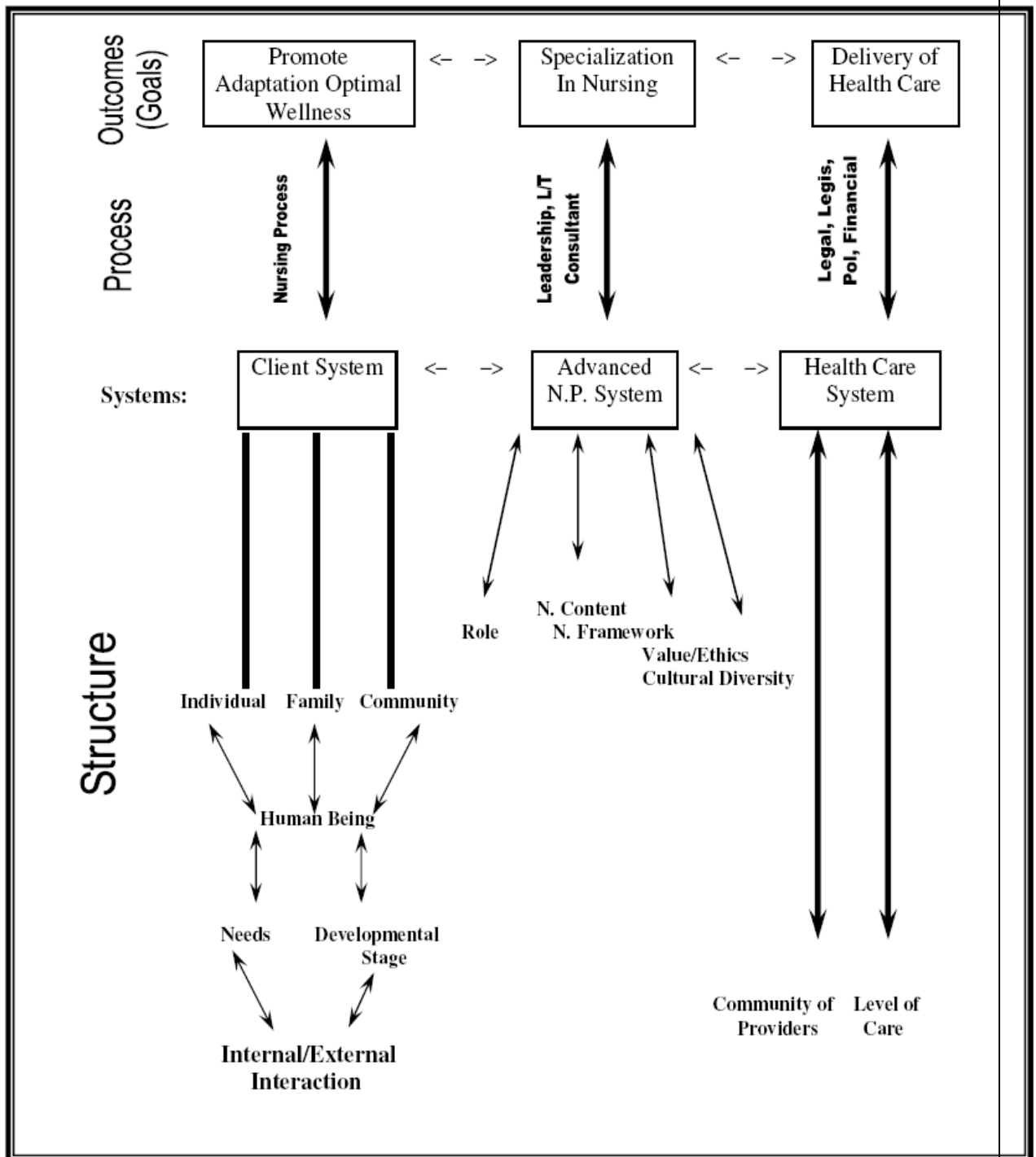
The conceptual framework for the Nursing Program is adapted from Myra Levine's model, which focuses on the client, Individual, family, community, and interaction with the environment. The individual is a holistic being with continual interaction between internal and external environments.



Nursing attempts to maximize the energy available to the individual.

Goal: Adaptation through the client's conservation of energy and personal/structural integrity.

Organizing Framework for MSN Curriculum



SCHOOL OF NURSING ORGANIZATION AND ADMINISTRATION

The School of Nursing is administered by the Dean, who reports directly to the Provost of Coppin State University. There are two Associate Deans: (1) The Undergraduate, and (2) The Graduate. The Associate Deans are responsible for selective administrative and advising functions in relation to the undergraduate and graduate programs. They report directly to the Dean of the School of Nursing

THE GRADUATE COUNCIL

Policy and curriculum matters related to the Graduate School programs are approved and monitored by the Graduate Council. The Graduate Council approves all Graduate Programs before they are submitted to the Maryland Higher Education Commission and the University System of Maryland. It promulgates all policies and procedures used in the governance of the Graduate School.

4. Membership

a. Administrative Membership

- i. Dean of the School Graduate Studies
- ii. Deans of Education, Arts and Sciences, and Nursing
- iii. Associate Dean of Graduate Studies
- iv. Director of the Library
- v. Director of Admissions
- vi. The Registrar

b. Faculty Membership

- i. Two faculty representatives may be selected from each department/program offering graduate degrees, one of whom must be the Associate Dean.
- ii. One additional graduate faculty representative from each School who is eligible to teach graduate courses (i.e., possess a terminal degree), may serve on the Council.
- iii. Tenure
 1. All faculty members shall be elected for a term of two consecutive academic years.
 2. Any regular, full-time faculty member may be elected to the graduate Council.
 3. A chairperson shall remain a member of the Council for as long as he or she serves as chairperson of his or her department.

C. Student Membership

1. One graduate student from each graduate department/degree program may serve on the Council.
 - a. Students appointed to the Graduate Council shall serve for one (1) academic year.
 - b. Students may be reappointed for a second term.
2. Duties
 - a. The Graduate Council is the major policy making body for the graduate programs of the University. It is responsible for recommending approval of all graduate programs, course offerings, admissions, and degree requirements to the dean, vice president for academic affairs, and president for official action.
 - b. The Graduate Council shall:
 1. Encourage and stimulate the development of graduate level programs/majors, courses, and workshops;
 2. Monitor and evaluate the Graduate Programs;
 3. Establish criteria for the maintenance of academic standards in graduate course offerings;
 4. Generate strategies for the recruitment and the advisement of graduate students; and
 5. Function as an appellate organ for appropriate student and/or faculty related concerns, which transcend department level resolutions.

STUDENT REPRESENTATION ON SCHOOL OF NURSING COMMITTEES

The bylaws and rules of procedure of the School of Nursing provide for graduate student representation to the following School Committees:

1. Curriculum Committee
2. Student Affairs Committee
3. Graduate Council
4. Faculty Organization

Representatives to these committees are elected by the students in the fall term of each year for one-year appointments.

FAMILY NURSE PRACTITIONER MAJOR IN MSN PROGRAM (FNP)

PURPOSE

The purpose of the Family Nurse Practitioner Program in the School of Nursing at Coppin State University is to prepare nurses to provide advanced primary health care to the underserved population in urban settings. The curriculum reflects the general philosophy of the School of Nursing, as well as the expressed needs of community. The curriculum content reflects integration of various concepts that are essential for the graduate program focusing on primary health care of the community.

TERMINAL OBJECTIVES OF FNP TRACK

Upon completion of the Master's in Nursing Program, the student will be able to:

1. Perform a comprehensive health assessment.
2. Identify relevant differential diagnosis, for clients.
3. Manage health problems (e.g., primary, emergency, episodic, chronic).
4. Initiate and evaluate diagnostic testing.
5. Consult, refer, and collaborate with other professionals in the delivery of health care.
6. Utilize principles of family health nursing which emphasize the therapeutic use of self within the family.
7. Develop and document holistic management plans to thesaurus diagnostic and dispositional judgments.
8. Implement, document, and evaluate collaborative case management in the delivery of advanced family nursing care.
9. Provides pharmacologic management with relevant education for client and families.
10. Assume leadership roles in advanced professional nursing practice, research, education, and health care policy.

FAMILY NURSE PRACTITIONER

MISSION AND SCOPE OF PRACTICE

The program defines the graduate of the FNP track as a registered nurse with advanced knowledge in the assessment and management of changing family health pattern across the life span.

This advanced practice nurse will provide holistic health care, which encompasses identification, management, evaluation, and referral of health problems as well as maintenance, prevention, and promotion. The curriculum is designed to prepare a specialist in advanced family nursing practice, who is distinguished by: graduate level preparation, supervised clinical practices, and advanced knowledge of primary health care of families in urban settings.

This advanced nursing practice is supported by knowledge synthesized from nursing science, basic and social sciences, and the humanities, through assessment, diagnosis, treatment, and education using a nursing model framework. The Family Nurse Practitioner graduate manages clients' problems focusing on maintaining optimal wellness and adaptation of families from underserved urban settings.

The program consists of 48-51 credits and offers:

1. A Master of Science in Nursing Degree.
2. A Post-Master's F.N.P. Certificate.

Schedules will be developed for individual students, which reflect their goals, background, specific requirements, either for full-time or part-time study. Each student will have advisement with a member of the faculty. A curriculum outline for MSN degree and Post-Master's certification is provided for students' part-time or full-time study.

MSN DEGREE COURSE CREDITS:

- A. Core Courses (12 credit hours):
 - NURS 620 Theoretical Foundation for the Practice of Nursing (2)
 - NURS 505 Health System Policy, Organization and Finance (2)
 - NURS 582 Nursing Research (3)
 - NURS 500 Ethics in Nursing (2)
 - NURS 512 Urban Family Theory and Research (3)
- B. Clinical Science Core Courses (12 credit hours)
 - NURS 520 Epidemiology (2)
 - NURS 600 Advanced Health Assessment and Promotion (4)
 - NURS 610 Advanced Principles of Pathophysiology (3)
 - NURS 615 Pharmacology for Advanced Nursing Practice (3)

- C. Family Nurse Practitioner Track Courses (24 credit hours)
 NURS 513 Non-thesis Research (3)
 NURS 640 Primary Health Care for Children in Family (3)
 NURS 641 Primary Health Care for Children in the Family (Practicum) (3)
 NURS 650 Primary Health Care for Women in Family (2)
 NURS 651 Primary Health Care for Women (Practicum) (3)
 NURS 660 Primary Health Care for Adult / Older Adult in the Family (3)
 NURS 661 Primary Health Care for Adult / Older Adult in the Family (Practicum) (3)
 NURS 700 Primary Health Care for Family (Practicum) (4)
- D. Support Course (6-15 credit hours)
 NURS 507 Global Health (2)
 NURS 530 Curriculum Development & Instruction (3)*
 NURS 531 Principles of Learning in Nursing (3)*
 NURS 720 Master's Thesis Guidelines (3)
 NURS 721 Master's Thesis Guidelines (3)
 *Elective

CREDIT HOUR ALLOCATION

Credit hour allocation: The credit hours for courses are based on semester hours. The meeting times for classes, laboratory practice and clinical experiences is based on a ratio calculation. The ratio is the amount of contact hours allocated for each credit hour (contact hours: credit hours). A contact hour is the time required for the student to meet for classes, participate in laboratory practice and/or provide care in a clinical setting.

Didactic contact hours: For all didactic courses the clock hours is based on a ratio of *one 50 minute contact hour: for each credit hour* (1:1 ratio). For example a 3 credit course would meet for three clock hours weekly. The semester is 15 weeks (15 weeks X 3 contact hours per week equals 45 total contact hours).

Laboratory contact hours: Laboratory contact hours are calculated on a ratio of *2 contact hours: for each credit hour* (2:1 ratio). For example a 3 credit laboratory course would meet for six hours weekly. The semester is 15 weeks (15 weeks X 6 hours per week equals 90 total laboratory contact hours).

Clinical Contact Hours: Clinical contact hours are calculated on a ratio of *3 contact hours: for each credit hour* (3:1ratio). For example a 3 credit clinical course would meet for nine hours weekly. The semester is 15 weeks (15 weeks X 9 hours per week equals 135 total clinical contact hours).

REQUIREMENTS FOR ADMISSION TO THE MASTER'S PROGRAM

1. Baccalaureate degree in Nursing from a program accredited by the National League for Nursing (NLNAC) or Commission on Collegiate Nursing Education (CCNE).
2. An undergraduate cumulative grade point average of 3.0 based on a 4.0 scale.
3. Unencumbered Registered Nurse Licensure in the State of Maryland.
4. Three professional letters of reference.
5. Successful completion of pre-requisites:

- a. Descriptive/Inferential statistics course
or
 - b. Undergraduate nursing research course
6. A personal interview with faculty.
 7. For applicants whose native language is not English, a score of 550 is required on the Test of English as a Foreign Language. (TOEFL) (GRE NOT REQUIRED).
 8. GRE is required.

GRADUATION REQUIREMENTS

1. Successful completion of all courses taken with a cumulative G.P.A. of 3.0.
2. Successful completion of a written comprehensive examination, for students not completing a Thesis.
3. Recommendation of the faculty.
4. Completion of a scholarly project (Non-Thesis) or completion of a Thesis.

FAMILY NURSE PRACTITIONER POST-MASTER'S CERTIFICATE PROGRAM

The aim of the Post-Master's certificate program is to prepare the Master's level graduate to provide comprehensive primary care to families emphasizing care of urban families in an underserved setting. The student develops in-depth knowledge of health promotion, disease prevention, growth and development, wellness care, assessment, and management of common illness. Upon completion, the student is prepared to sit for certification as a Family Nurse Practitioner.

The certificate program is developed for nurses with a Master's degree in Nursing who wish to pursue a Post-Master's education to become Family Nurse Practitioners. The program emphasizes the care of a client throughout the life span, providing primary health care especially for those in underserved urban settings. The 2 year full-time or 3 year part-time courses of study consist of 31 credit hours and clinical hours.

ACADEMIC INFORMATION

Each student is expected to meet the objectives of the program and are required to:

1. Remain apprised of and adhere to the rules and regulations of the CSU School of Graduate Studies School and the School of Nursing.
2. Demonstrate a systematic, safe, accurate, timely, and efficient approach to accomplishing each objective.

3. Devote adequate time to class and clinical activities, and to preparation for each of those to meet the stated objectives.
4. Demonstrate academic integrity in each element of the student's performance.
5. Apply appropriate behavior and standards of a developing professional at all times, particularly in relation to maintaining the confidentiality of information regarding patients and clients.
6. Participate in evaluating the program and the School of Nursing.

DROPPING A COURSE

To drop a course, the student should contact the course faculty first, then his/her Academic Advisor, and then the Associate Dean for the Graduate Program. The student should also contact the Registrar's Office for the deadline dates for dropping a course, then make an appointment to finalize and complete the appropriate documentation and approval with the Associate Dean.

FACULTY OFFICE HOURS

Faculty members maintain a schedule of office hours each semester. These hours are posted for student's convenience. Appointments should be made if posted office hours are inconvenient.

SCHOOL OF NURSING GRIEVANCES

The School of Nursing MSN Program supports the "student appeal procedure", p. 15 of the CSU Graduate School Catalog, with the addition of the following Nursing School process:

Grade/Non-Grade Grievances

If a student believes that a grade received is incorrect or that there is a basis for non-grade related activity, the student is expected to follow these guidelines:

1. Discuss the grade with the faculty who assigned it or discuss the aggrieved occurrence with the individual responsible in the occurrence. If the student is not satisfied with the outcome..
2. If the student is not satisfied with the outcome, the student will write and submit a grade appeal/non-grade grievance within five (5) business days of grade notification or the aggrieved occurrence, specifying the concerns requested (file this with the Associate Dean of the Nursing Graduate Program).
3. The Associate Dean may request to meet with the student, and shall respond in writing no later than five (5) business days from the date of filing.
4. If the student does not continue the appeal within five (5) business days after verified receipt of the response, the decision of the Associate Dean is final.

5. If the student is not satisfied with the Associate Dean's decision, the student should submit in writing any additional information to comprise an appeal to the Dean's office.
6. The Dean will assign faculty or faculty and student representatives for an Appeal Committee. Neither the Dean nor the student will be present during the Committee's deliberation.
7. Recommendation to end decision by the Dean: The committee's written recommendation shall be forwarded to the Dean stating the Committee's decision, all members will sign the recommendation. The Dean's written decision is sent to the Committee, and the student and faculty members will receive the Committee's decision. If no further appeal is made within five (5) business days of the receipt of the decision, the decision of the Dean is final. If the student believes the School of Nursing appeals process has been violated, he/she may appeal to the School of Graduate Studies and follow the procedure.

LICENSURE

All graduate students must hold current licensure in Maryland prior to enrolling or applying in the program. Licensure must be maintained in good standing throughout enrollment in the School of Nursing. The Dean's / Associate Dean's office must be notified immediately if the status of licensure changes for any reason.

RE-ENROLLMENT IN A COURSE

Required courses must be repeated the next time the course is offered, if a grade of "C" is earned. Progression through the program may be delayed in such cases. Written request must be given by the student to the Associate Dean prior to reenrollment. A personal interview may be required. A grade of "B" must be obtained in clinical courses before the student can enroll in any other clinical course(s).

STANDARD PRECAUTIONS

Information on the Center for Disease Control and Prevention (CDC) Recommended Standard Precaution is disseminated to the students prior to clinical rotation. Each student is required to sign the form after initially receiving this information. It is the student's responsibility to maintain compliance with those recommendations during all clinical settings.

CLINICAL REQUIREMENTS FOR CSU-FNP PROGRAM

It is the program expectation that students attend all clinicals as scheduled and manage their work time accordingly. The total clinical hours required by the CSU FNP Program is a minimum of 580 hours, and is distributed as follows:

- A. NURS 600 Advanced Assessment clinical a total of 40-60 Clinical hours

- B. NURS 651 Primary Health Care of Women Practicum. Students are required to complete Clinical hours
Summer course is nine (9) weeks May – August. Students are required to complete 120 clinical hours
- C. NURS 661 Primary Health Care of Adults/Older Adults
Students are required to complete 120 clinical hours.
- D. NURS 641 Primary Health Care of Children
Students are required to complete 120 clinical hours.
- E. NURS 700 Primary Health Care of Family -Students are required to complete (180 Clinical hours.)

NURSING CENTER

The School of Nursing Community Health Care Center is a unique clinical site for MSN students. The Coppin State University Health Center was founded in 1994. It is a non-profit, community-based primary care clinic. The Center provides comprehensive primary care to the underserved residents of the Coppin Heights Community, staff, and faculty at the University. The Center also provides learning experiences for both graduate and undergraduate nursing students at CSU and other schools, outreach programs to the Coppin Heights Community, and Baltimore in general. Graduate nursing student practicum clearances are cleared through the Nursing Center.

GRADUATE STUDENT NURSE PRACTICUM CLEARANCE REQUIREMENT

Listed below are the requirements that you must meet prior to beginning a practicum. It is your responsibility to see that the necessary documents are updated on a yearly basis.

A. IMMUNIZATION CLEARANCE

All Coppin State University School of Nursing graduate students are required to have documentation of two (2) MMR (measles, mumps and rubella) vaccinations or positive measles and rubella titers and a Diphtheria/Tetanus injection. Nursing students must have the diphtheria/tetanus within 7 years of starting a practicum.

In addition, prior to the posted deadline, students must have on file in the School of Nursing documentation of all the following:

1. A varicella (chicken pox) titer,
2. Hepatitis B vaccinations or a positive Hepatitis B titer.
3. A PPD test (or chest x-ray, if skin test is positive).

Documentation of a PPD test is required yearly. The PPD test must be done within one year of the last day of the semester for each practicum. Other immunizations/tests need only be documented prior to the beginning the first clinical course. Each student is

responsible for the expenses incurred because of immunizations, test requirements, illness or hospitalization.

B. CPR CERTIFICATION

Students are required to be certified in infant, child, and 1 and 2 person adult CPR. The American Heart Association BCLS- Course C or the American Red Cross equivalent (CPR for Professional Rescuers) is required. CPR certification must not expire during a clinical rotation. Recertification is required on a yearly basis and it is the student's responsibility to submit a copy of the updated certification to the Associate Dean's Office of the School of Nursing, Clinical Instructor, and the FNP Coordinator.

C. EVIDENCE OF LICENSURE

All students must maintain an unencumbered Maryland Registered Nurses license or valid multi-state license.

D. MALPRACTICE LIABILITY INSURANCE

Students professional liability insurance is provided for a limitation of \$1,000.000 per claims expenses and \$3,000.000 aggregate for all claims.

STUDENT EVALUATION OF THE PROGRAM

All FNP students are required to participate in continuous evaluation of the program. Students should complete the evaluation forms as distributed by faculty and preceptors.

1. CSU Course Evaluation / Faculty Evaluation at the end of each course
2. Student's Evaluation of Clinical Faculty / Preceptors
3. Student's Evaluation of Clinical Agency

GENERAL DEGREE REQUIREMENTS

COURSEWORK

A program of study is planned individually to meet the particular needs of each student, in accord with student's goals and nursing experience. Under the advisor's direction and with the approval of the Dean and Graduate School policy, **six (6) semester hours of graduate work** earned at another institution prior to initial enrollment at Coppin State University, with a grade level of "B" or above, may be applied toward degree requirements. A maximum of twelve (12) credits may be transferred from any of the institutions in the University System of Maryland,

may be accepted toward the fulfillment, or course requirements for the Master's degree. All transfer credits must be processed at the time of admission.

CRITERIA FOR ADMISSION

Students apply to the Coppin State University School of Graduate Studies through the Office of Admissions. The Dean and the Dean of the School of Graduate Studies in cooperation with the Associate Dean of the academic departments make admission decisions. These persons constitute the Graduate Admissions Committee.

Applicants must submit a completed application, and official transcript for the undergraduate degree granting institution, and all other post-baccalaureate institutions attended, and three (3) current letters of reference from current employer, instructors, or other persons who can attest to their character, integrity, and academic potential.

All applicants are required to have an interview with the Graduate Faculty. In addition to official transcripts and three (3) letters of reference, the School of Graduate Studies requires a recent Graduate Record Examination (GRE) for admission.

FULL ADMISSION

The minimum standard for admission to the School of Graduate Studies is a grade point average (GPA) of 3.0 on a 4.0 scale in a program of study resulting in the award of a baccalaureate degree from a regionally accredited University or university or an equivalent degree from a comparable foreign institution. The last 60 credit hours are used to determine the GPA. Program requirements for admission vary by department.

CONDITIONAL ADMISSION

Graduate programs may admit students who have less than a 3.0 GPA. The minimum acceptable GPA, and other specific conditions such as prerequisite courses, is established by each program. Students admitted under the Conditional Admissions status are required to correct any deficiencies as determined by the respective graduate program director. The requirements to continue in the program are listed on the admissions worksheet and sent to the graduate student from the Graduate Dean. Completion of the conditional stipulation removes this status from the student's record and the student is admitted as a degree-seeking student. The graduate department program director may take into consideration successful work experience, certificates, and other related information in setting minimum acceptable GPA below 3.0 to be used for conditional admission.

APPLICATION PROCEDURES

A bachelor's degree from an accredited institution is prerequisite for admission to graduate study. To apply for admission to programs in the School of Graduate Studies, the procedures are:

1. Obtain an application for admissions from the Office of Admissions.
2. Complete the application for admission and return it with the non-refundable application fee to the Office of Admissions, Coppin State University, 2500 West North Avenue, Baltimore, Maryland 21216-3698.
3. Arrange to have an official transcript and three letters of recommendation sent to the Director of the Office of Admissions. Transcripts sent by the student are not acceptable.

APPLICATION DEADLINES

The deadlines for the submission of all credentials are August 15 for the fall semester and December 15 for the spring semester. Applications received after the official deadlines may be given consideration at the discretion of the Dean, Associate Dean, and the Graduate Admissions Committee.

ADMISSION DECISIONS

The Director of Admissions submits all completed applications to the Dean, School of Graduate Studies. No decision is made with respect to an application to a graduate program until all required credentials have been submitted. The Graduate Council will make decisions regarding admission to all graduate programs.

CLASSIFICATION OF STUDENTS

Students admitted to the School of Graduate Studies fall into one of three categories:

1. **Graduate Degree Standing** – The student is qualified to pursue graduate study and will apply for Admission to Candidacy after completing 12 credit hours and before completing 21 credit hours.
2. **Master's Equivalency Standing** – Students who pursue a graduate program with no intention of obtaining a degree. (The admission requirements are the same as those for degree seeking students.)
3. **Special Standing** – Students who pursue courses for certification, but do not plan to matriculate for the master's degree. (If a student pursuing a certificate applies for admissions to a master's degree program and is accepted, the student may apply certificate course credits, not to exceed 21, to the degree program.) Masters' Equivalency Students and Special Students may later apply for admission to a degree program. Acceptance will be based upon meeting all admission requirements. No more than twenty-one (21) credits may be earned prior to application for admission to graduate degree status. Credits earned must meet the requirements of the department in which the student plans to pursue graduate studies.

Note: Students may be required to register for undergraduate courses needed to meet prerequisites for advanced study in a program area.

RESIDENCY REQUIREMENTS

1. All degree-seeking students must complete a minimum of 21 credit hours on the Coppin State University Campus.
2. All degree-seeking students must complete the degree program within seven (7) years from the date of their first enrollment with degree status, unless this limitation is waived.
3. Regular full-time students must complete a minimum of nine credit hours per semester or fifteen credit hours over four summer sessions.
4. No student can complete the degree program in less than one year of full-time study (Coppin State University, Graduate School Catalog, 2006-2009, p. 18).

CONTINUOUS ENROLLMENT

Graduate students shall be admitted to graduate-degree status only after completion of the undergraduate degree. A graduate student admitted to degree status in the Graduate School will continue to active degree status for a period of two years without readmission. If an admitted graduate-degree student fails to enroll in a course after a period of two years, the student must reapply for admission as a degree-seeking student (Coppin State University, Graduate School Catalog 2006-2008, p.19).

INTERNATIONAL STUDENTS

International students who speak English as a second language must demonstrate their competence in English by taking the Test of English as a Foreign Language (TOEFL). Arrangements for taking the TOEFL are made through the Educational Testing Service, P.O. Box 952, Princeton, New Jersey, 08541 or P.O. Box 2306, Oakland, California. The result of this test must be forwarded to the Coppin State University Office of Admissions at the time of application for admission to the Graduate School.

THE DEAN'S LIST

Students who complete fifteen (15) graduate credit hours with a GPA of 3.8 or higher may be nominated for inclusion on the National Dean's List.

AUDITING

To audit a course, students must have the consent of the instructor, registrar, and pay the required tuition fees for the course. Under no circumstances may students receive credit for a course they

have audited though they may repeat it for credit with the approval of the advisor. Students cannot change from credit to audit after classes begin.

COURSE REPETITION

Students who receive a grade of “B” may not repeat the course for credit. A student receives a grade lower than the original grade when repeating a course, the most recently earned grade will take precedence. Whenever a course is repeated on a credit basis, the last grade and credits earned will replace the previous grade in computing the grade point average; however, all entries remain a part of the student’s permanent academic record.

ATTENDANCE

Course attendance is an essential and intrinsic element of the educational process and a valid consideration in determining the grade a student receives. It is the responsibility of the faculty to stipulate the relevance of attendance to the evaluation process and final grade in the course at the beginning of each course. All students are expected to be in regular attendance at all class meetings throughout the academic year. Attendance will be kept at didactic and clinical classes and will be added to the student’s file.

ATTENDANCE / INABILITY TO ATTEND CLASS AND CLINICAL EXPERIENCES

Responsibility for class and clinical attendance rests with the student.

1. Notify by e-mail and by phone call the clinical preceptor of every absence by calling the agency, and course faculty for the Graduate Program.
2. The affect of absences on grades is determined by the preceptor / faculty.
3. Faculty are responsible to report student absences in writing to the Associate Dean for the Graduate Program. Excessive absences of more than 3 absences can constitute cause for dropping a student from class. In such a case a grade of “WF” will be given.
4. In case of an illness that will require absence from class for more than a week, the student must notify the course faculty and the Associate Dean.
5. A meeting with the Associate Dean may be required for more than 2 absences.

WRITING STANDARDS

In general, University-wide writing standards published in the Writing Standards Document will apply. Copies of this document are available in the bookstore for a nominal charge.

Students should note the following:

1. Examinations will include multiple-choice, essay, and short-answer questions. Students should be able to meet the minimum graduate level writing standards. On-line testing will also be offered.
2. All written work will be graded on quality and correctness, according to established criteria for grammar, spelling, mechanics, and organization.

PLAGIARISM

It will be taken for granted that any work, oral or written, that a student does for a course is his or her original work. Plagiarism includes any form of cheating on examinations, tests, or quizzes, and any unacknowledged/undocumented use of another's writing or ideas, published or unpublished. A student who plagiarizes will receive an "F" for the project/assignment/paper.

COURSE REQUIREMENTS

Students are responsible for meeting the prerequisites indicated in the Graduate Catalog. General prerequisites pertain to all graduate students, while departmental prerequisites pertain to the students in a departmental major area of study.

PRE-REQUISITE / CONCURRENT COURSES	
NURS 610 Advanced Principles of Pathophysiology	Pathophysiology in BSN Program
NURS 510 Epidemiology	None
NURS 582 Nursing Research	Statistics and Research – Undergraduate courses; if no statistics is recorded on transcripts, take EDUC 581
NURS 600 Advanced Health Assessment & Promotion	None
NURS 615 Pharmacology for Advanced Nursing Practice	NURS 660, NURS 661 (Concurrent)
NURS 620 Theoretical Foundation for the Practice of Nursing	None
NURS 630 Curriculum Development and Instruction	None
NURS 631 Principles of Learning in Nursing	None
NURS 650 Primary Health Care of Women in the Family	NURS 600, 610, and 615,; NURS 660, NURS 661 (Pre-Requisites)
NURS 651 Primary Health Care of Women in the Family (Practicum)	NURS 600, 610, 615, 660, 661 (Pre-requisites) NURS 650 (Concurrent)
NURS 660 Primary Health Care of Adults / Older Adults In the Family	NURS 600, 610, (Pre-requisites) NURS 615, 661 (Concurrent)
NURS 661 Primary Health Care for Adult/Older Adults (Practicum)	NURS 600, 610, (Pre-requisites) NURS 615, NURS 660 (Concurrent)
NURS 500 Ethics	None
NURS 512 Urban Family Theory and Research	NURS 582, NURS 620, (Pre-Requisites)
NURS 513 Research Project	NURS 640, 641, 650, 651, 660, 661 510, 500, 582, 620 (Pre-Requisites)
NURS 640 Primary Health Care for Children in the Family	NURS 600, 610, 615, 660, 661, 650, 651 (Pre-requisites)
NURS 641 Primary Health Care of Children in the Family (Practicum)	NURS 600, 610, 615, 660, 661, 650, 651 (Pre-Requisites)
NURS 700 Primary Health Care of Family (Practicum)	All Clinical Nursing courses
NURS 720 Masters Thesis	NURS 512, NURS 582, NURS 620, NURS 640, NURS 641, NURS 650, NURS 651, NURS 660, NURS 661 (Prerequisites)
NURS 721 Masters Thesis Guidelines	NURS 512, NURS 582, NURS 620, NURS 720

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING
FAMILY NURSE PRACTITIONER PROGRAM (MSN Degree)
Full-Time (2 years)
Effective Fall 2006**

<u>Year One (Fall Semester)</u>	<u>Credits</u>
Nurs 610 Advanced Health Principles of Pathophysiology	3
Nurs 600 Advanced Health Assessment and Promotion	4
Nurs 582 Nursing Research	<u>3</u>
TOTAL	10

<u>Wintermester</u>	
Theoretical Foundations for Nursing Practice	<u>2</u>
TOTAL	

<u>Year One (Spring Semester)</u>	
Nurs 660 Primary Health Care for Adult/Older Adult in the Family	3
Nurs 661 Primary Health Care for Adult (Practicum)	3
Nurs 615 Pharmacology for Advanced Nursing Practices	3
Nurs 512 Urban Family Theory and Research	<u>3</u>
TOTAL	12

<u>Year One (Summer)</u>	
Nurs 650 Primary Health Care for Women in the Family	2
Nurs 651 Primary Health Care for Women in the Family (Practicum)	3
Nurs 500 Ethics in Nursing	<u>2</u>
TOTAL	7

<u>Year Two (Fall Semester)</u>	
Nurs 640 Primary Health Care for Children	3
Nurs 641 Primary Health Care for Children in the Family (Practicum)	3
Nurs 513 Non-Thesis Research Project	3
OR	
*Nurs720 Masters Thesis Guidelines	<u>3</u>
TOTAL	9 - 12

<u>Year Two (Spring Semester)</u>	
Nurs 700 Primary Health Care for Family (Practicum)	4
Nurs 520 Epidemiology	2
Nurs 505 Health System Policy Organization & Finance	2
*Nurs 721 Masters Thesis Guidelines	<u>3</u>
TOTAL	8 - 11
TOTAL CREDITS	48 - 51

Nurs 507 Global Health: Problems and Issues (Elective)	2 credits
*Nurs 720/721 Masters Thesis Guidelines (2 semesters for students completing a thesis)	
Nurs 530 Curriculum Development and Instruction	3 credits
Nurs 531 Principles of Learning in Education	3 credits

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING
FAMILY NURSE PRACTITIONER PROGRAM (MSN Degree)**

Post-Masters Certificate Full-Time (2 years)

<u>Year One (Fall Semester)</u>	<u>Credits</u>
Nurs 610 Advanced Principles of Pathophysiology	3
Nurs 600 Advanced Health Assessment and Promotion	4
TOTAL	7

<u>Year One (Spring Semester)</u>	
Nurs 660 Primary Health Care for Adult/Older Adult in the Family	3
Nurs 661 Primary Health Care for Adult/Older Adults (Practicum)	3
Nurs 615 Pharmacology for Advanced Nursing Practices	<u>3</u>
TOTAL	9

<u>Year One (Summer)</u>	
Nurs 650 Primary Health Care for Women in the Family	2
Nurs 651 Primary Health Care for Women in the Family (Practicum)	<u>3</u>
TOTAL	5

<u>Year Two (Fall Semester)</u>	
Nurs 640 Primary Health Care for Children	3
Nurs 641 Primary Health Care for Children in the Family (Practicum)	<u>3</u>
TOTAL	6

<u>Year Two (Spring Semester)</u>	
Nurs 700 Primary Health Care for Family (Practicum)	<u>4</u>
TOTAL	4

TOTAL CREDITS 31

Nurs 507 Global Health: Problems and Issues (Elective) 3

**COPPIN STATE UNIVERSITY
HELENE FULD SCHOOL OF NURSING
FAMILY NURSE PRACTITIONER PROGRAM (MSN Degree)
Part-Time (3 years) + One Summer**

<u>Year One (Fall Semester)</u>	<u>Credits</u>
Nurs 610 Advanced Principles of Pathophysiology	3
Nurs 582 Research Methods in Nursing	<u>3</u>
TOTAL	6

Wintermester	
Nurs 620 Theoretical Foundation for the Practice of Nursing	<u>2</u>
TOTAL	2

<u>Year One (Spring Semester)</u>	
Nurs 615 Pharmacology for Advanced Nursing Practice	3
Nurs 512 Urban Family Theory and Research	<u>3</u>
TOTAL	6

<u>Year Two (Fall Semester)</u>	
Nurs 500 Ethics in Nursing	2
Nurs 600 Advanced Health Assessment and Promotion	<u>4</u>
TOTAL	6

<u>Year Two (Spring Semester)</u>	
Nurs 660 Primary Health Care for Adults/Older Adults	3
Nurs 661 Primary Health Care for Adults/Older Adults (Practicum)	<u>3</u>
TOTAL	6

<u>Year Two (Summer)</u>	
Nurs 650 Primary Health Care for Women in the Family	2
Nurs 651 Primary Health Care for Women in the Family (Practicum)	3
Nurs 513 Non-Thesis Research	<u>3</u>
TOTAL	8

<u>Year Three (Fall Semester)</u>	
Nurs 640 Primary Health Care for Children in the Family	3
Nurs 641 Primary Health Care for Children in the Family (Practicum)	<u>3</u>
TOTAL	6

<u>Year Three (Spring Semester)</u>	
Nurs 700 Primary Health Care for Family (Practicum)	4
Nurs 520 Epidemiology	2
Nurs 505 Health Systems Policy, Organization and Financing	<u>2</u>
TOTAL	8
TOTAL CREDITS	48

Nurs 507 Global Health: Problems and Issues (Elective)	2
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COURSE DESCRIPTIONS:

NURS 620 - Theoretical Foundation for the Practice of Nursing (2)

This course is designed to provide students with opportunities to analyze nursing models and theories as they relate to practice. The nursing process provides the framework for studying the application of theory to practice.

NURS 505 - Health Systems Policy, Organization and Finance (2)

This course is designed to provide students with critical examination of health care finance from state, national and international perspectives. Focuses on government, provider, consumer, and payer role in delivery of health care. Examines past, present and future issues in health care and the health care delivery process. Incorporate knowledge gained to assist clients in their role as Advanced Practice Nurses.

NURS 500 - Ethics In Nursing (2)

This course is designed to provide the student the opportunity to strengthen clinical ethical analysis and decision making within the context of health care. The student also reviews ethical theories and principles applied to health care. Explores particular clinical settings to determine ethical significance of that reality and discusses the extent to which a given intervention or practice is ethically appropriate.

Clinical Science Core Courses:

NURS 600 - Advanced Health Assessment and Promotion (4)

This is a lecture and laboratory course which provides a theoretical basis for health assessment and interpretation of findings for individuals across the life-span, requiring demonstration of psychomotor skills and select diagnostic tests with interpretation of findings relevant to the advanced practice of nursing, including health promotion.

NURS 610 - Advanced Principles of Pathophysiology (3)

This course builds on basic principles of pathophysiology, which are related to structural and functional alterations of body tissues and organ systems resulting from disease. Correlation of disease state to underlying pathophysiology and clinical presentation is emphasized.

NURS 520 - Epidemiology (2)

This course provides a contemporary approach to the epidemiological concepts and methods of the detective and preventive branch of health care. The distribution and incidence of major health problems are considered, with strategies for their prevention. Application of course information to families living within urban communities is required.

NURS 615 - Pharmacology for Advanced Nursing Practice (3)

This course addresses the theoretical and practical issues concerning the science of drug effects within a living system. Emphasis is on those drugs commonly used in primary care settings.

Family Nurse Practitioner Track Courses

NURS 640 - Primary Health Care for Children in the Family (3)

This is a didactic course that examines concepts focusing on the assessment, diagnosis (nursing & selected medical), management, and evaluation of primary health care for children within their families.

NURS 641 - Primary Health Care for Children Practicum (3)

This is a clinical course that focuses on health maintenance and common problems of the infant, child and adolescent. Assessment, diagnosis (nursing and medical) management, and evaluation of care are emphasized.

NURS 650 - Primary Health Care for Women in the Family (2)

This is a didactic course that focuses on the assessment, diagnosis (nursing & selected medical), management, and evaluation of neonate and women's gynecologic, obstetric and menopausal primary health care needs.

NURS 651 - Primary Health Care for Women Practicum (3)

This is a clinical preceptorship course focusing on assessment, diagnosis, (nursing & selected medical), management, and evaluation of neonate and women's gynecologic, obstetric and menopausal primary health care needs.

NURS 660 - Primary Health Care for Adults / Older Adults in the Family (3)

This is a didactic course focusing on assessment, diagnosis, (nursing & selected medical), management, and evaluation of adult clients. The primary focus will include promotion and prevention, as well as management of selected illness, injuries and chronic diseases.

NURS 661 - Primary Health Care for Adults / Older Adults Practicum (3)

This is a clinical course focusing on assessment, diagnosis, (nursing & selected medical), management, and evaluation of adult clients. The primary focus will include promotion and prevention, as well as management of selected illness, injuries and chronic diseases.

NURS 700 - Primary Health Care for Family Practicum (4)

This is a practicum preceptorship focusing on attainment of the nurse practitioner role, reflecting independent and collaborative practice to promote expertise in assessment, diagnosis, management, and evaluation of primary health care for clients across the life span. The role will address socialization, logistics of practice and ongoing responsibilities.

Supporting Courses

NURS 512 – Urban Family Theory and Research (3)

This course is designed to provide basic theoretical content pertaining to urban families and groups. This course focus on assessment of various urban family subgroups, identification of researchable problems and exploration of the issues related to the role of the Advance Practice Nurse in underserved and culturally diverse communities. Implementation of family framework and nursing process in exploring high-risk families and group is emphasis. Course includes comparison of related methodological issues and relationships of findings to socio-economical, cultural, political, environmental, gene science, technology, and changes in the health care system.

Identification of the urban family, subgroups, and researchable problems with specific emphasis of utilization of a family model, theory as a guideline is emphasis.

NURS 513 Non-Thesis Research Project (3)

This course provides opportunities to develop, implement, and evaluate a research project. The project, designed in collaboration with a clinical faculty/preceptor, will reflect analysis, synthesis, and integration in exploring a topic related to advance nursing practice.

NURS 530 Curriculum Development and Instruction (3)

This course provides an overview of curriculum models and learning theories to guide course development and implementation in academic and health settings.

NURS 631 Principles of Learning in Nursing (3)

This course is designed to provide application of theoretical and teaching methodologies for classroom and clinical settings.

NURS 720 Master's Thesis (3)

This course provides opportunities to develop, and write a Masters Thesis. The thesis is written in collaboration with a faculty member will reflect analysis, synthesis, and integration in exploring.

NURS 721 Master's Thesis Guidelines (3)

This course provides opportunities to continue writing, data analysis of the Masters Thesis. The thesis written in collaboration with a faculty member will reflect analysis, synthesis, and integration in exploring a research topic.

Elective – NURS 507 Global Health Problems and Issues

This course is designed to provide an overview and analysis of domestic and international health issues.

ACADEMIC REGULATIONS

GRADING SYSTEM AND ACADEMIC STANDARDS

Grades are available from the Office of the Registrar approximately three weeks after the close of each semester. The grading system used, with the quality points assigned, is as follows:

A - 4.00	100-90	F - 0.00
B - 3.00	80-89	I - Incomplete
C - 2.00	70-79	W - Official Withdrawal
A=100-90	B=80-89	C=70-79 F=60 & below

Success in graduate study requires that the student maintain a minimum overall “B” average. Any student who fails to do so may be suspended from graduate study. Students who fall below the required 3.00 average will be placed on probation the following semester. Failure to bring the cumulative average to the mandated 3.00 level during the semester the student is on probation will result in suspension from the University.

CUMULATIVE AVERAGE COMPUTATION

An instructor may enter a grade of “I” for students who have not, because of extenuating circumstances, completed all requirements at the end of the semester of involvement. If the “I” grade is not removed within eight weeks into the following semester, the grade converts to an “F.” No “I” grades are assigned for courses taken in the summer sessions. Extensions of “I” grades will generally not be granted. In extenuating circumstances, a student who has received an “I” grade may petition the Dean for reconsideration provided there is sufficient documentation that an extenuating circumstance existed.

POLICY ON GRADUATE STUDENT INTER-INSTITUTIONAL REGISTRATION

I. Definitions

- A. **Home Institution** – The institution to which the student is currently, formally admitted in an approved graduate degree program. The home institution will be responsible for admission, academic advising, grants of financial aid, the academic transcript, and the awarding of the graduate degree.
- B. **Host Institution** – The institution that registers the inter-institutional student for the inter-institutional course only and offers the course (s) taken as a visiting inter-institutional student. The host institution will provide, on a space available basis, access to courses, seminars, and research facilities. Use of the libraries, parking facilities, and emergency health care will be made on the same terms on which they are offered to graduate students at that institution.

ELIGIBILITY

Degree seeking graduate students in good academic standing in approved graduate programs at USM institutions are eligible to participate. Regulations governing the registration process for the Inter-institutional Program may be obtained from department chairpersons.

FULL-TIME/PART-TIME STATUS

Full-time graduate students pursue nine to twelve (9 – 12) credit hours of graduate coursework during regular semesters and should not be employed full-time on or off campus. If a student desires to take fifteen (15) credit hours, he or she must obtain approval from the Dean of Graduate Studies. Part-time graduate students pursue three to eight (3 – 8) credit hours of graduate work during regular semesters.

PLAN OF STUDY AND ADVISEMENT

A tentative Plan of Study on a departmental status sheet should be developed in advance of or during the first semester of graduate study. The official plan of study must be presented to the Graduate Council on the application for Admission to Candidacy.

A tentative Plan of Study should be appropriate to meet the needs of the student as determined by the advisors and chairperson of the department. It must include any courses which the student is required to complete as prerequisites to admission to a program of study, courses to strengthen research, or communication skills, appropriate transfer credits, and all other requirements for the particular master's degree being pursued.

The official Plan of Study is the document used when students apply for Admission to Candidacy. It must include the following:

1. All information contained in the tentative Plan of Study.
2. All graduate courses taken by students (including transfer credits) with grades earned in each course.
3. A list of the courses the student plans to take to complete the program.

The plan is to be prepared by the student with the Chair's or Advisor's assistance. It must be approved by the Chairperson of the Department and submitted to the Dean who then presents the Plan of Study and the student's application for Admission to Candidacy to the Graduate Council for approval. Graduate Council meetings are held on the third Tuesday of each month during the academic year.

All graduate students are responsible for meeting the degree requirements specified in this Handbook. Since clear charting of a degree program is important, all incoming graduate students must contact the department chairperson about their program as soon as possible and be assigned an advisor who will assist them in developing a Plan of Study. This must be done prior to registration, if possible, or during the first six weeks of the first semester of study.

RESIDENCY REQUIREMENT

1. All degree-seeking students must complete a minimum of 21 credit hours on the Coppin State University campus.
2. All degree-seeking students must complete the degree program within seven (7) years from the date of their first enrollment with degree status, unless this limitation is waived.
3. Regular full-time students must complete a minimum of nine credit hours per semester or fifteen credit hours over four summer sessions.
4. No student can complete the degree program in less than one year of full-time study.

INDEPENDENT STUDY

Independent study may be taken at any time with the permission of the advisor, the chairperson, and the faculty member who is to supervise the study; however, it should be delayed until after a final Plan of Study has been approved by the advisor and the Associate Dean. No more than three (3) credits of independent study may be taken in one semester. A minimum of forty-five (45) clock hours is required for each three (3) hours of credit. A verification log is to be submitted as documentation with the final report of the study.

Independent study may be:

1. A critical review of the literature on a given problem or topic of interest;
2. A curriculum analysis of a problem or issue;
3. The design and development of original professional material for children/clientele;
4. A detailed study of an approved policy;
5. A directed essay on a systematic research methodology;
6. Other tasks approved by the advisor, department chairperson, and Dean.
7. A clinical practicum

Students engaged in independent study must schedule advisement and consultation meetings with the faculty member supervising their study. There is a minimum of three meetings; with the course faculty for the Independent Study.

1. A planning meeting to establish and verify objectives for the Independent Study;
2. A meeting to ascertain the progress of the Independent Study; and
3. A meeting for submission of the final report, and an oral review by the student. The nature of the Independent Study will determine how many additional meetings may be necessary.

To obtain approval to register for independent study, the student must review the idea generally with his or her program advisor and identify a faculty member, who may be the advisor or any other appropriate professor who has agreed to supervise the Independent Study. An Independent Study Proposal of not more than four pages must be submitted.

The proposal should include the following:

1. A clear statement of the topic (s) to be studied;
2. A Rationale for the study (i.e., how it will contribute to the growth of knowledge;
3. A tentative calendar for completion, including a plan for meeting with the faculty supervisor;
4. Reference courses to be read, persons to be interviewed, etc.
5. A brief description of the end project; and
6. Credit expected with justification (one to three credit hours must be verified).

GENERAL STUDENT RESPONSIBILITY

HEALTH CLEARANCE

Students are required to meet School of Nursing health requirements prior to admission and prior to entering clinical and role practica.

LICENSURE

Students must be licensed to practice professional nursing before they enroll in clinical or role practica.

SAFE PRACTICE POLICY

Nursing, different from many other academic discipline, is a practice discipline. In nursing the principles of client care are taught in the classroom and applied by students in practice learning situations. These include caring for clients in clinical settings under faculty supervision.

Inherent in this practice are the rights of clients. Every client has the right to the services of a reasonably competent nurse and the right to expect from nursing students the same standard of care that he or she would receive from a registered professional nurse performing similar activities. This includes protection from unsafe behavior.

As a practice discipline, properly learning and integrating safe practice techniques into clinical practice is an essential element of being qualified to continue in the School of Nursing academic program. A determination made pursuant to this policy that a student has engaged in unsafe practice in the clinical setting will result in dismissal from the School of Nursing.

Unsafe practice is defined as behavior which threatens, or has the potential to threaten, the safety of a client, another student, a faculty member, or other health care providers in a clinical practice setting which is part of a student's academic program.

This policy applies to all graduate students enrolled in the School of Nursing. All matters under this policy shall seek to protect the confidentiality of the parties and shall be conducted according to procedures approved by the Dean. This policy does not apply to academic dismissal for reasons other than unsafe clinical practice.

A student, who is involved in unethical practices in connection with any work required for a course, may receive a grade of "F" for the course. It is strictly prohibited, as an unethical practice, to submit as one's own work, term papers, research papers, and thesis, in which material provided by a professional research agency or by other persons is utilized.

GRADE POINT AVERAGE

In the School of Nursing, a grade point average of 3.0 is required for retention. A grade of “C” is unacceptable for clinical practicum courses and must be repeated. A grade of “B” is required in all specialty courses. A course may be repeated only once.

At the end of each semester, the Chair of the MSN Curriculum is to submit to the Dean of the School of Nursing, a report stating the names of students who should not continue their study for advanced degrees. Such students will be notified by the Dean and advised or directed accordingly.

RETENTION AND ACADEMIC DISMISSAL

Graduate students, who incur two or more failing grades in formal coursework, after being admitted to the program, are subject to academic dismissal, as are students who fail to meet additional or more rigorous academic standards imposed by the School of Nursing. The School of Nursing reserves the right to review students’ records at any time for the purpose of determining whether a student meets the standards necessary for retention and graduation. If, in the opinion of the CSU School of Graduate Studies, and the School of Nursing, this review reveals serious shortcomings, the student may be dismissed. Academic dismissal is made by the Dean of the School of Nursing upon recommendation of the faculty to the School of Graduate Studies. A provisional report of (incomplete) may be given to a student who, for legitimate reasons, has not completed the requirements of a clinical, didactic course, provided that work already completed is passing quality.

COMMENCEMENT

Each candidate who has fulfilled all degree requirements and has been recommended to the Graduate School by the Dean of the School of Nursing is required to attend the commencement exercises.

CONTINUATION STANDARDS

Continuation in the program is contingent upon satisfactory progress as determined by the School of Nursing Graduate Program Committee and conformity with the School of Graduate Studies standards. Students are required to maintain a 3.0 cumulative grade point average on all coursework taken for graduate credit to be eligible for continuation. Unsatisfactory clinical performance may be grounds for dismissal from the program.

POSITION STATEMENT ON RESEARCH PHILOSOPHY

The School of Nursing conducts its academic affairs in accordance with mission of the University, focused on education, scientific inquiry, and service within the scope of nursing knowledge and practice. We believe in integrity and worth of the human person, that values respect, dignity, and justice the delivery of nursing care, that health is a basic human right; and that all persons are unique and capable of change and of participating in decision-making related to their health needs.

Faculty believe that professional nursing, steeped in a rich tradition of caring, is every mindful of the health needs of contemporary and future societies in rapidly changing and complex environments throughout the world. Society and human beings are views historically as human persons, are perceived to be continually adapting to their environment, in order to meet their biological, psychological, social, and spiritual needs.

The goal of the professional nursing is to foster adaptation and to promote, maintain, and restore optimum health in individuals, families, groups, and communities throughout the lifespan. Though the roles of clinicians, teachers, consultants, managers, and advocates, the professional nurse is able to provide care in a variety of settings. Graduate level builds on these basic competencies, engage in explanatory, and critical thinking about clinical practice issues. In all settings, delineate nursing knowledge through research activities are skillful in apply frameworks, models of care, concepts, and rationales for practice. The significance of nursing research to the School of Nursing emanates from the aims and goals of the University, and objectives of academic program, School of Nursing framework, and characteristics of professional nursing education.

The School of Nursing is committed to the advancement of knowledge through nursing research for the professional effectiveness in practice. Research is the planned, systematic attempt to answer questions, and is directed at the discovery of new facts and as the identification of new relationships among facts.

The primary tasks of nursing research is the development and refinement of theories, which serves as guides for nursing practice. The cognizant task of nursing research is the discovery, development, and refinement of nursing interventions, which contributes to optimal patient outcomes and enhance the quality of care. Thus, graduate students enrolled in the School of Nursing are expected to direct the focus of their research efforts to describe and explain the phenomena of concerns related to clinical practice roles with the ultimate goal being the improvement of patient care. The emphasis should be directed toward problems of families with diverse cultural underserved backgrounds.

RESPONSIBILITIES OF FACULTY AND STUDENTS FOR MASTER THESIS ADVISEMENT SCHOOL OF NURSING

RESPONSIBILITIES OF THESIS COMMITTEE MEMBERS

1. Guide the student in selection of a topic for investigation.
2. Provide guidance, which supports the development of self-reliance and individual initiative on the part of the student.
3. Attend meetings of thesis committee.

RESPONSIBILITIES OF STUDENTS

1. Before a topic is selected and submitted to the thesis committee, the student should thoroughly review relevant published materials.
2. After the initial discussion of possible methods and techniques with the major professor and readers, the student is responsible for the choice of methods and techniques employed in the investigation.
3. The student is responsible for keeping the Chair Person and Committee Members advised of the progress of the research and for arranging committee meetings, when necessary
4. The student is responsible for conforming to the regulations of Coppin State University, School of Graduate Studies regarding the preparation of the thesis, and any other requirements.
5. The student is exclusively responsible for writing and editing the document according to the American Psychological Association (5th Edition) format. It is not the function of the major professor and readers to revise a student's thesis, thus, relieving the student of this responsibility.

FORMAT STYLE FOR WRITTEN WORK

Formal written work submitted by students should follow the American Psychological Association (APA) current edition guidelines. Full APA will be adhered to with the following expectations:

1. Title page should be addressed to the Helene Fuld School of Nursing
2. No running heads will be used in the final submission of the Thesis or Research Project Paper.

POLICY ON SELECTION OF THESIS COMMITTEE MEMBERS

1. All Thesis Committees must have a minimum of three faculty.
2. The student is advised to request a Chair of the Committee within 2 weeks of enrolling in NURS 720 – Masters Thesis Guidelines.
3. The chairs of all Thesis Committees will be selected from the School of Nursing and must be doctorally prepared.
4. The complete committee membership should be constructed by the third week of the semester for NURS 720.
5. Students may select faculty from other departments of University of Maryland System. No more than one member of the committee may come from these areas. The faculty committee chair must approve all members who are not Coppin State University faculty and the student should submit a letter of request that includes a rationale for committee membership. A copy of the proposed member's vitae should be attached.
6. If a student is requesting an individual to be on their committee, who is not a full-time faculty member of the Coppin State University faculty, the student must present a rationale for the inclusion of that individual on their committee. This needs to be done formally, in writing, including a rationale for inclusion, and a copy of that person's curriculum vitae. The Associate Dean for the MSN Program must approve this person, in writing.

POLICY ON SELECTION OF RESEARCH PAPER/PROFESSIONAL PROJECT COMMITTEES

1. All project committees must have a minimum of two readers. The student must have the course NURS 513 – Non-thesis research faculty as the first reader/advisor, and select the second reader among graduate faculty.
2. The first reader/advisor of all committees will be held by course faculty.
3. The complete committee membership should be constituted no later than the first three weeks of the semester.
4. The committee chair must approve all members who are not Coppin State University faculty and, the student should submit a letter of request that includes a rationale for committee membership. A copy of the proposed member's curriculum vitae should be attached.
5. It is the responsibility of each student to submit the original committee members form to the Associate Dean for the MSN Program.
6. Students may select faculty from other departments of the University of Maryland System. No more than one member of the committee may come from these areas. The faculty committee chair must approve all members who are not Coppin State University faculty. If a student is requesting an individual to be on their committee, who is not a full-time faculty member of the Coppin State University faculty, the student must present a rationale for the inclusion of that individual on their committee. This needs to be done formally, in writing, including a rationale for inclusion, and a copy of that person's curriculum vitae. The Associate Dean for the MSN Program must approve this person, in writing.

POLICY ON THE THESIS/DEFENSE PROJECT PRESENTATION AND EVALUATION

1. A grade is given for Thesis/Project paper credit for each term in which a student is registered.
2. Upon completion of required hours (3 hours for NURS 513 or 3 hours for NURS 720/NURS 721), a grade is assigned. Any student who does not demonstrate progress by mid-term, will receive a no progress (NP) for NURS 513/NURS 720/NURS 721.
3. A thesis requires a public defense. The research paper/project requires an oral presentation.
4. The scheduling of the defense will be done by the student and must be coordinated with members of the student's thesis committee. Scheduling of the research paper/project presentation will be done by course faculty.
5. The typed draft copy must be submitted to all committee members no later than seven (7) days, prior to the scheduled defense date.
6. If the defense of thesis or presentation of the project is to occur in the semester the student's expects to graduate, the typed draft copy must be submitted to all committee members and the defense/presentation scheduled at an appropriate time in order for the student to meet all deadlines identified by the School of Graduate Studies.
7. If a student is unable to meet deadlines for submitting the final copy of the thesis, the student will be required to register for an additional term of semester course, in order to complete all work, unless it can be completed on or before the first two weeks of classes in the next term.
8. If the student is unable to meet the deadlines for submitting the final copy of the project, the student will receive an Incomplete and will be required to register for additional hours for the next time the committee chair is available.

MEETINGS

Meeting arrangements for theses and professional projects are the responsibility of the student in conjunction with the chairperson. No meeting may be arranged without prior approval of the chairperson.

RESEARCH PROJECT GUIDELINES

Note: Evaluation of professional projects will consist of a course grade for each term the student is registered. If the student does not complete the professional project within the semester, the student must complete the requirements within 2 months of the subsequent semester.

Title: The title should clearly identify the project

Chapter One: The Problem

Introduction – The introduction should represent the background for the problem, which the project will address. Statements obtained from the literature should be included to support the existence of the problem and the need for the proposed solution to the problem.

Significance of the Project – The significance of the project includes the contribution to nursing that the project will provide as related to the specified problem. This section of Chapter 1 may also serve as the chapter summary.

Purpose of the Project – The reason the project was undertaken and what the project will accomplish.

Statement of the Problem – The statement of the problem may be brief and may be either the narrative form or the interrogative form.

Chapter Two: Review of the Literature

Introduction – The introduction to Chapter 2 gives a brief overview of the areas of literature to be included in the chapter.

Conceptual Framework – The conceptual support provides the context for the project.

Literature Review – There may be more than one of these sections. The review of the literature differs from the literature cited in Chapter 1, which indicated a need for the project. The review of the literature in Chapter 2 is concerned with studies reported within the problem area.

Summary – The summary should be a brief overview of the areas of the literature reviewed in Chapter 2.

Chapter Three: Methodology

I Details of the Professional Project – the specifics of the project methodology, inclusive of interview transcripts, actual designs or products, or copies of the protocols developed.

Examples of Professional Projects:

1. Design or develop a Family Nurse Practitioner Clinic for underserved population.
2. Develop a published paper for submission to a specific peer reviewed journal.

References: APA format (current edition) for all references cited.

Appendices: The appendices may contain letters of permission, consent forms, Institutional Review Board Forms, and copies of instruments utilized for establishment of project components, such as tests, interview questions, and questionnaires.

Implementation of Project

Part 2: Actual project generated as a result of the work identified in Part 1.

Note: This document is a guide. Exceptions and alterations may be appropriate and necessary for particular projects and such exceptions and alterations are to be determined by the student and the project committee members.

The style specified by the School of Nursing is the Publication Manual of the American Psychological Association (APA), current edition.

THESIS GUIDELINES

Note: Evaluation of thesis will consist of satisfactory grading for each term the student is registered. A minimum of six (6) semester hours is required. If the student does not complete the thesis within this time frame, the student will continue to register each term excluding summer, for additional semester hours of credit until all work is completed. Upon completion of thesis, a grade is assigned for a maximum of (6) semester hours of credit.

Title: The title should identify the variables and the population of the study.

Chapter One: The Problem

Introduction – The introduction should represent the background for the problem. Statements obtained from the literature should be included to support the existence of the problem and the need for the investigation of the problem

Significance of the Study – The significance of the study includes the contribution to nursing that the study will provide as related to the specified problem. This section of Chapter one may also serve as the chapter summary.

Statement of the Problem – The statement of the problem may be brief and may be either the narrative form or the interrogative form.

Purpose of the Study – The purpose of the study is to investigate the variables identified.

Hypotheses or Research Questions – Hypotheses, if utilized, are predictions of the outcome of the study. Some descriptive, historical, and philosophical studies may have research questions rather than hypotheses.

Assumptions – Statements that are taken for granted or are considered true, even though they have not been scientifically tested.

Theoretical Definitions – Theoretical definitions are definitions usually taken from the literature and are used to define important terms utilized in the study. Theoretical definitions of specific terms are generic in that they would be appropriate for other studies using the same terms. All terms, which are defined theoretically, need not be defined operationally and vice versa.

Operational Definitions – Operational definitions are definitions that are specific to the study.

Summary –A brief overview of the Chapter is provided (1-2 paragraphs).

Chapter Two: Review of the Literature

Introduction – The introduction to Chapter two gives a brief overview of the areas of literature to be included in the chapter.

Conceptual Framework – The conceptual framework provides the context for the study. More than one framework may be utilized.

Chapter Three: Methodology

Chapter three is a crucial chapter in the thesis. The methodology is stated in precise terms and provides a description of how to do the study for replication.

The Design of the Study – The design specifies descriptive, experimental, or quasi-experimental design. The hypothesis or research questions are restated.

The Sample – This section should be a brief description of how and where the subjects were obtained. There should be a brief description of the number of subjects and their general characteristics. For example, 30 senior students in a baccalaureate nursing program in one state University School of nursing were utilized as subjects. A more detailed description of the sample is to be included in Chapter four.

Limitations of the Study – The limitations are the restrictions resulting from the sample selection or data collection procedure. Examples might include English-speaking, non-color blind, use of physiological measures only, or subjects obtained from one geographical location.

Procedure – This section specifies the steps taken for data collection and should include every step. The directions given to the subjects, the setting, the time allotment for data collection, and the use of interview, questionnaires, or tests should be included. How the data was collected and recorded should also be included.

Protection of Human Subjects – A description of the measures used to protect the subject, such as statements made assuring confidentiality and anonymity.

Instrument – This section contains a discussion of the data collection instrument (s), including statements of reliability and validity. Copies of tests, questionnaires, and interview formats are to be included in the appendices.

Data Analysis – This section contains a brief description of the statistical tests utilized to describe the subjects and test the hypotheses or answer the research questions.

Summary – The summary should be a brief overview of the methodology employed in the study.

Chapter Four: Findings

Introduction – The introduction should be a brief statement including the restatement of the purpose of the study.

Description of the Sample – The number of subjects and all demographic data obtained about the subjects are presented in this section. Examples might include age, sex, or educational level. Tables and/or charts may be used to summarize these data.

Hypotheses or Research Questions – Restate each hypothesis or research question and present the results of the data analysis as specific to each one. The results of the data analysis should be presented without discussion, conclusions, or implications.

Summary of the Findings – This summary should be a of the findings.

Chapter Five: Discussion, Conclusions, and Implications

Chapter five contain a discussion of the meaning of the findings of the study. Limitations as stated in Chapter three and other factors, which may have influenced the findings, should be discussed. The findings of the present study as they relate to the studies cited in Chapter two should be discussed. Do the findings support previous research or not? Implications of the study should address nursing education, nursing practice, and nursing research. This chapter should conclude with a brief summary.

References: APA format for all references cited.

Appendices: The appendices will contain: Appendix A letters of permission, Appendix B consent forms, Appendix C Institutional Review Board Forms, and Appendix D collection instruments such as tests, interview questions, and questionnaires.

Note: This document is a guide for descriptive, experimental, and quasi-experimental studies. Exceptions and alterations may be appropriate and necessary for particular studies and such exceptions and alterations are to be determined by the student and the thesis committee members.

The style specified by the School of Nursing is the Publication Manual of the American Psychological Association (APA), current edition.