The New College of Health Professions: Educating the Next Generation of Caregivers

- Primary Investigator to Bring Human Patient Simulation to Medics
- The Living Red Ribbon
- McClammy Scholarship
CONTENTS

FEATURES

7 New College of Health Professions
8 Dr. Joan S. Tilghman: Primary Investigator to Bring Human Patient Simulation to Medics
22 B’More Aware of HIV/AIDS: The Living Red Ribbon

DEPARTMENTS

5 Dean’s Message
6 Letter from the Editor
13 News Briefs
26 Focus on Alumni
28 Recruitment Calendar
This message hails the College of Health Professions’ greatest resource - the faculty. They come to work every day and give their best effort with sincerity and dedication. Our students and administration owe them a debt of gratitude. They serve as educators, mentors, advisors and ambassadors. Each of them is committed. The students they educate today will help define the healthcare of tomorrow.

Our faculty could have chosen to go anywhere, but they chose to teach, knowing that sometimes it would be a thankless job. They work tirelessly to fulfill the mission of the College of Health Professions and the University. When they are given directives, they are ready. I see the price they pay and sincerely appreciate their role in our success. This is a chance for me to say -- on behalf of all the students, staff and myself-- "Job well done."

This issue spotlights our faculty and our accomplishments as a College. Meet the College of Health Professions new faculty members to the School of Nursing and the School of Allied Health. Look at the impressive list of publications, achievements, research, and participation on panels of some of our new faculty. Be inspired by the philanthropy of one of our alumni and read the story of mother/daughter alumni.

The pièce de résistance is the announcement of the newly formed College of Health Professions. This pronouncement explains the vision that propelled the College.

We hope you will enjoy this issue of LUMINAIRE. Our faculty, staff and students are making major headways in advancing healthcare. As always, you are invited to visit us, on campus and on our Web site. We would love to hear from you.

Take Care and Enjoy,

Marcella A. Copes
Dean
College of Health Professions
I hope when you looked at the cover of this issue it brought you as much joy as it did me. The featured print, “The Caregivers,” is a creation of world-renown artist Synthia Saint James. She was commissioned by Dean Copes to create the piece for our third annual art auction ARTcetra.

The first time I saw “The Caregivers” I was struck by the vibrancy of the colors — the hues of red, yellow and blue. It immediately transported me to a place of simplicity. A place where I didn’t worry about my health, who would take care of me if I was ill, and who’s keeping my records. That picture reminded me of when I had enough wind to run and play all day.

But I’m all grown up now with responsibilities and people depending on me staying well. So, whether my nurse looks like me or at least understands me culturally is important. Did he or she receive a quality education matters. Will the doctor’s office misplace my medical records or if I’m in an emergency situation can I get to them fast enough has become of great significance.

I’m glad there is a Coppin State University College of Health Professions to educate tomorrow’s health care professionals. The faculty do their very best to instill in the students the importance of excellence and scholarly endeavors, but also compassion and responsibility to community.

The future for the next generation of health care providers and technologists is as bright as the colors in the print. I am proud to be part of an institution striving to meet the needs of the health care field —and I’m proud we are doing it well.

Let Your Light Shine,
Beverly Richards
Editor

If you want more of “The Caregivers” see page 30 for ordering instructions.
Proceeds benefit the students and programs at Coppin State University College of Health Professions
New College of Health Professions

The Maryland Higher Education Commission (MHEC) has approved the College of Health Professions at Coppin State University. Under the leadership of Dr. Marcella A. Copes, Dean, the new College will house two schools — the School of Nursing and the School of allied health. The latter represents a planned expansion of the Health Information Management (HIM) program and other allied health degree offerings.

The mission of the College of Health Professions, as an integral part of Coppin State University, is to be committed to empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners. Through its programs of study and outreach service, the College of Health Professions will foster the University’s unique mission and legacy of excellence in teaching, research and community engagement. The rationale for this decision was based on the rapid growth to the HIM program.

In 2006 the Helene Fuld School of Nursing was granted approval by MHEC to offer a baccalaureate degree in HIM.

The inaugural class of seven began in Fall 2007. The first class graduated on May 17, 2009. Since that time the program has grown from seven students to 200.

“In order to implement the planned expansion of our HIM and other Allied Health degree offerings it is necessary to create a School of Allied Health with the School of Nursing within the College of Health professions,” said Dr. Copes. This structure will allow targeted marketing and recruitment efforts for each school.

“And,” she continued, “I strongly believe that the students who will emerge from the College of Health Professions will be prepared to fully participate in the economic competitiveness of our society.”

Left to right: Dr. Joan Tilghman, Dr. Marcella Copes, Dr. Tracey Murray. Not pictured—Mona Calhoun
Dr. Joan S. Tilghman: Primary Investigator to Bring Human Patient Simulation to Medics

Traumatic Brain Injury (TBI) contributes significantly to morbidity and mortality in the United States. The Centers for Disease Control and Protection has estimated that about 50,000 of the 1.4 million people who sustain a TBI in the United States will die as a direct consequence (NCIP, 2008).

The most common forms of physical damage are closed head injuries such as a blow to the head, a stroke, or poisoning by a wide variety of chemicals that can act as neurotoxins. Improvised Explosive Devices (IEDs) are the major culprits responsible for one of many such injuries in the battlefield.

The military has publicly stated the need for help in this area to properly diagnose troops from the battlefield afflicted by Traumatic Brain Injuries.

“So many of our service men and women are returning with injuries sustained from head trauma. The consequences are long term and frequently affect their lives and the lives of their families. The military is seeking to identify strategies to alleviate and/or decrease the consequences of these injuries,” said Project Investigator Dr. Joan S. Tilghman, WHNP-BC, CNE.

It is crucial that medics are educated about the assessment of TBI and demonstrate how to provide care so that complications do not develop. Providers need to obtain education and training on TBI specific screening tools, proper evaluation, and appropriate treatment. The use of human patient simulation will help the military
health care provider to properly diagnose and to make treatment decisions.

Dr. Tilghman’s research project, titled: Assessment of the ability of the “medic” (medical health care provider) to detect manifestations indicative of TBI; and the management of care for TBI through the utilization of Human Patient Simulation, is the result of a Request For Proposal by the Department of Defense Telemedicine and Advanced Technology Research Center (TATRC). Dr. Tilghman, Professor of Nursing for the College of Health Professions, received nearly $700,000 in funding as the Principal Investigator for the study of The Utilization of Human Patient Simulation as an Educational Modality for Military Health Care Providers to Facilitate the Assessment and Evaluation of Traumatic Brain Injuries (TBI)” 2011-2013.

“As PI, I am responsible for all aspects of the research study. Of course, the collaboration of the team members, which consists of a neurological expert consultant, simulation consultant, and an expert curriculum panel are vital components.”

This is a pilot project, explained Dr. Tilghman further, that identifies the effectiveness of simulation for the training of medics for assessment and initial treatment of traumatic brain injury.

“It is important for soldiers suspected of having a TBI, to receive assessment and management of their suspected condition. Screening and management will minimize the risks of disabilities and long term rehabilitations.

This study is an enormous opportunity for Coppin State University and the College of Health Professions. The College will be viewed as a site where significant research is being conducted — research that will affect the health status of military service persons. The expertise of the Principle Investigator and the research team demonstrates the ability of our faculty to contribute to the body of knowledge that helps to advance health care of active duty service members and the nation.

“Obtaining grant funding for this project demonstrates that the College of Health Professions has faculty with the necessary expertise and knowledge base to conduct research on a national scale/level,” hailed Dr. Tilghman.

"So many of our service men and women are returning with injuries sustained from head trauma. The consequences are long term and frequently affect their lives and the lives of their families. The military is seeking to identify strategies to alleviate and/or decrease the consequences of these injuries.”

- Dr. Joan Tilghman
Spotlight on the College of Health Professions

Milagros Adams
School of Nursing

Milagros Adams grew up in San Francisco, CA during the height of the HIV epidemic and saw many people affected by the tragedies of the disease. Seeing how it devastated families and the community, she became interested in HIV research and nursing.

Adams says that in her career in nursing there have been challenges along the way. The biggest hurdle she has had to overcome is negativity. “The hardest hurdle in nursing is the people who don’t understand the field and speak negatively toward the long education process. I overcame that by building collaborations with other nurses who understand the journey. Nurses build long lasting relationships and cheer for one another,” stated Adams.

Adams is determined to continue to make great strides in nursing, knowing that after every challenge, there is a reward. “The most rewarding part of becoming a nurse is the lasting mentorships you build along your path.”

While attending Howard State University in Washington, DC Milagros was mentored by Dr. Joan Tilghman, WHNP-BC, CNE, associate dean of the graduate division in the Helene Fuld School of Nursing. “I am very thankful for the instrumental support given to me by Dr. Tilghman. It is because of her support that I am here teaching at Coppin. I come from a family of instructors and I never thought that I would be teaching nursing education courses.” Yet, here at Coppin, Adams is an assistant professor teaching courses across the entire nursing program.

Currently, she is working toward the completion of a doctorate degree. “I have a daughter who is 22 years old and she never thought that she would be a nurse because she saw the challenges that I went through in nursing. She is seeking a career in Health Information Management.”

The challenges of nursing did not hinder Milagros Adams from attempting to make a difference in the lives of her community and her family. “Nursing is the only profession that allows me to do this. Nursing is so rewarding because each accomplishment builds upon another, each step along the way.”

“The most rewarding part of becoming a nurse is the lasting mentorships you build along your path.”
- Milagros Adams
Zakevia Green

School of Allied Health

A proud product of Florida A&M University, Zakevia Green graduated from the School of Allied Health Sciences with a Bachelors of Science Degree in Health Information Management (HIM). Like many HIM professionals, Green did not know the profession existed. She was introduced to the program by a fellow classmate. After meeting with the Chair of the department, the rest she said, “was history.”

Green’s path to teaching was organic. While working as an HIM Coordinator at a hospice organization she performed a presentation to the clinical staff. After her presentation she was given rave reviews and encouraged by the Director of Pharmacy, who was in attendance, to consider teaching. “Needless to say, I disregarded the conversation and later revisited the idea and applied for an adjunct teaching position at a local community college in Central Florida.”

Virginia Community College. “Before relocating to Virginia, I served as the inaugural Program Chair of the first-ever Health Information Technology (and first-ever allied health care program) at ITT Technical Institute in Fort Lauderdale, Florida.” Previously she served as an adjunct instructor and Clinical Education Coordinator at Polk State College outside of Orlando.

Green’s journey to Coppin was somewhat unconventional. While watching an HBO documentary about Frederick Douglass High School, she had a revelation. She said this gut-wrenching inside look at the education system in Baltimore City and more importantly the apathy of the students made her immediately want to be part of the solution. “I knew I wanted to be a part of the effort and mission to give back to these students that I was watching on television. I made a self-declaration. I learned about the new Health Information Management program launched at Coppin and saw this as my opportunity to put my words into action. I have since served Coppin State University since 2008.”

“I am extremely proud to be part of Coppin’s HIM program and equally proud to see where it has come and where it is going. I was grateful to have the opportunity to join the program early in its existence where our first-ever class of graduating seniors was the small count of four back in 2009 and with continued growth, nearly quadrupled that number in the Spring of 2011,” she added.

The future is brilliant for HIM according to Green. She demand, and increased awareness will open doors of possibilities for HIM professionals. In addition, she sees increased HIM-related funding for research, recruitment, and legislation.
Over the next five, 10, 20 years, Green said HIM will transform the current U.S. health care system. “This transformation includes the stride to become a completely electronic health system through the means of the Electronic Health Record (EHR) and the highly anticipated launch of the ICD-10-CM coding system (for health care reimbursement purposes).” In addition, Green sees HIM attracting thousands of veterans, along with their spouses, into the profession. “There are current projects and initiatives carried out as we speak between the HIM profession and the Department of Defense.”

Green’s advice to students considering entering the profession is to understand that the contribution an HIM specialist makes to the health care profession is equally as important as that of a nurse, physician, and other health care providers. “But,” she added, “understand that the journey is not over upon the completion of your HIM degree. Make it your priority to prepare yourself to become credentialed, as well as pursue advanced education, in order to ensure a continued path towards achieving a successful career.”

“...understand the journey is not over upon the completion of your HIM degree. Make it your priority to prepare yourself to become credentialed, as well as pursue advanced education, in order to ensure a continued path towards achieving a successful career.”

- Zakevia Green
Non-traditional Psychiatric-Mental Health Nursing Clinical Experience

Psychiatric mental health nursing has been defined by the American Nurses Association’s Psychiatric-Mental Health Nursing Scope and Standards of Practice (2007) as “a specialized area of nursing practice committed to promoting mental health through the assessment, diagnosis, and treatment of human responses to mental health problems and psychiatric disorders.” This specialty area has since come a long way, with psychiatric-mental health content incorporated into all diploma and baccalaureate nursing programs. As new needs for services developed in the health care arena, the role and function of the psychiatric-mental health clinical experience has expanded beyond the mental status examination, process recordings and execution of psycho-education groups.

CSU College of Health Professions senior nursing students are given additional learning opportunities during the fall semester including unique opportunities to use the principles and practices of psychiatric mental health in other arenas in nursing practice.

Emerging Technology in Psychiatric Mental Health

Handheld technology, the Personal Digital Assistant, an evidence-based teaching (EBT) strategy, was used to enhance and augment comprehensive nursing care in a psychiatric-mental health clinical setting; and foster the development of nursing student clinical decision-making and communication skills and increase knowledge of psychopharmacology treatment modalities of patients.

Thirty-five student and faculty iPod Touch 4th generation devices and psychiatric mental health software were grant funded by the Thurgood Marshall College Fund, Inc. Using the PDA in the clinical setting, students were be able to evaluate drug-to-drug interactions and check medical databases, instantly ensuring patients receive appropriate information on drugs prescribed upon discharge, and the most appropriate lab tests. Use of the PDA allowed students to immediately review...
psychiatric-mental health issues relevant to their assigned patient.

According to Crystal Day-Black, assistant professor of Nursing, “The need to generate EBT in nursing education is paramount.” Nurse educators have a major responsibility to use innovative strategies for integrating technology in nursing education as a response to new trends and changes in the health care milieu. Preliminary findings on PDA usage in psychiatric mental health clinical placement setting provided readily available resource information on medications, disease processes/treatment, signs & symptoms, nursing procedures and skills, and mental status assessment to nursing students. Students self-report favorability in use of PDAs in psychiatric mental health clinical.

Service Learning

Service learning is an educational method by which students learn and develop through active participation in service that is conducted in and meets the needs of a community. Service Learning provides structured time for students to reflect by thinking, discussing and/or writing about their service experience. The School of Nursing in partnership with the Alzheimer’s Association of Central Maryland annually sponsors the Pythias A and Virginia I. Jones African American Community Forum on Memory Loss. Held annually during the second Saturday in November, senior nursing students are instrumental to the implementation of this valuable service learning project. Course team coordinator, Crystal Day-Black actively serves on the Forum planning committee. This year, 74 senior students and faculty (D. Tolson, N. Hart, K. Barnes, C. Wood) provided screenings as well as shared registration and hosting responsibilities at the event attended by well over 300 participants.

Depression Screening

Major Depressive Disorder is one of the most common mental disorders in the United States (National Institute of Mental Health, 2011). Coppin State University, Helene Fuld School of Nursing (CSU, HFSON) students, currently in their Psychiatric/Mental Health clinical rotation, provided a Depression Screening Session for participants at the Zeta Center for Healthy and Active Aging, in Baltimore, Maryland. In addition to Depression Screening, students also conducted a Hypertension Information-Sharing Session. This was the second consecutive year students provided Depression Screening, under the supervision of Natalie Hart, MS, RN, PMHNP-BC, Assistant Professor of Nursing at CSU, HFSON. Betsy D. Simon, Certified Health Education Specialist, and Director, Zeta Center for Healthy and Active Aging, invited this group of students to provide the screening.

Students were given the opportunity to engage in a ‘real world’ clinical experience (service learning), utilizing skills learned in the clinical setting. Fourteen participants were screened for Depression throughout the day. Fifteen participants had their blood pressure checked. After completing the screenings, Mrs. Hart met with all Zeta Center participants, along with the group of nursing students, to summarize the experience, answer questions, and reinforce
the importance of mental health. Mrs. Hart is planning a similar experience for students in the fall 2012 semester.

**Military Mental Health**

Army press release reports a decline in suicide rates for the first time in four years due to ongoing efforts to screen soldiers at risk of suicide according to outgoing vice chief of staff, Gen. Peter Chiarelli (USA Today, January 20-22, 2012). The Army reports that there has been an increase in sexual assault and domestic violence since 2006. Other statistics include an increases in both child abuse offenses and those experiencing post traumatic stress disorder (PTSD). The need for trained psychiatric nurses to handle military mental health issues is on the rise.

Senior nursing students enrolled in the fall 2011 semester had the opportunity to have atypical psychiatric clinical at the VA Hospital Maryland Health Care System. Students interacted with veterans from Iraq who had a history of PTSD and those who had sustained brain injuries. They were able to assess and discuss the challenges that the clients had endured secondary to their experience in Iraq as well as the injuries uncured.

The clients described their psychological and physiological trauma encountered during the war.

The students discussed these experiences and designed interventions to address the difficulties of these individuals. The students also had the opportunity to visit some of the discharge vets in their home with the VA’s Outreach Registered Nurse. They were able to discover an enormous amount of information that could be transformed into nursing interventions as well improving sensitivity to the challenges they had endured since their admission to the VA Maryland Health Care System. Students indicated that this unique experience should incorporated in the future psychiatric nursing program.

Kathy Barnes, Assistant Professor shared her personal experience with a loved one who suffered from PTSD. According to Ms. Barnes, “PTSD may last for the remainder of the individual’s life. My uncle was a veteran from both the Korean and Vietnam War. He is still experiences episodes of PTSD; unfortunately he woke up during the night after choking my aunt. Therefore, the gravity of his trauma still is tremendous despite the number of years that have passed. It is also troubling that the family members are often not prepared for the psychological and psychological challenges that they have experienced. Additionally, education programs must be incorporated in the nursing programs to manage the needs of the veterans during and after discharge from their military services. These programs will be essential to the veterans just arriving from Iraq or Afghanistan. It is absolutely necessary to include education.
FACULTY PRESENTATIONS, PUBLICATIONS & ACTIVITIES

MARCELLA A. COPES PH.D, RN

Appointed Vice Chair for the Health and Health System Experience Workgroup of the Maryland Health Disparities Collaborative by the Maryland Department of Health and Mental Hygiene, Office of Minority Health and Health Disparities.

Selected for the Leadership Maryland Class of 2012, its 20th Anniversary Class. Founded in 1992, Leadership Maryland is an independent, educational, non-profit organization designed to inform top-level executives from the public and private sectors, about the critical issues, challenges and opportunities facing the state of Maryland and its regions. Leadership Maryland is one of 34 state leadership programs nationwide and has graduated over 900 statewide leaders. Selected as one of seven women honored by the Baltimore City Chamber of Commerce.

Selected as one of Maryland’s Top 100 Women 2012 by the Daily Record. The award recognizes high-achieving Maryland women who are making an impact through their leadership, community service and mentoring. This is the second year being selected. Previously selected in 2009.

JOAN S. TILGHMAN, WHNP-BC, CNE

Dr. Joan Tilghman is one of the authors for The new Maryland Comprehensive Cancer Control Plan (MCCCP) available at www.

fha.maryland.gov/cancer/cancerplan/

Chapter Three Cancer Disparities Maryland Comprehensive Cancer.

The MCCCP was written with broad input from a partnership of public and private stakeholders. Its purpose is to set forth measurable objectives and strategies to reduce the burden of cancer in Maryland.

The MCCCP outlines a vision for improving cancer control in Maryland across the cancer control continuum and includes sections on Primary Prevention of Cancer, Site Specific Prevention and Early Detection of Cancer, Tertiary Cancer Control Topics, and Special Topics in Cancer Control.

Within each section, chapters on specific topics include goals, objectives and strategies to serve as a guide for cancer control in Maryland.

The Maryland Comprehensive Cancer Control Plan will be a living document for cancer control planning in Maryland, and will be updated on an ongoing basis as needed. The MCCCP, and additional information about how to become involved in its implementation, is available at http://fha.maryland.gov/cancer/cancerplan/.

NAYNA PHILIPSEN, JD, PHD, RN, CFE, FACCE

Recent Publications

Current Activities Include:

American Red Cross, Central Maryland Chapter: Disaster Volunteer and Chair of the Nursing and Health Services Committee.

Nursing Foundation of Maryland: Trustee and Chair of the Scholarship Committee.

The Association of Certified Fraud Examiners. Maryland Chapter: Board of Directors and editor of the CFE Newsletter. Along with Dr. Frances Gordon, represent President Reginald Avery on the Maryland Sullivan Alliance to address disparity in health professions. Appointed by Senator Barbara Mikulski to review students applications for Military Academy.

TRACEY MURRAY, DNP, R.N.

2011 NLN Ambassador, National League of Nursing, New York, NY

2011 LEAD, Emerging Leadership in Nursing Education, National League of Nursing, Fellowship, New York, NY

Conference Presentation/Presentations-Local, Regional or National


Professional Activities

Mary Mahoney Honor Society: President, 2011-Present

Mary Mahoney Bylaws Committee: Chair 2011 to Present

Maryland Regional Action: Committee member, Scope of Practice Subcommittee, Baltimore, Maryland-Implemented the recommendations of the Institute of Medicine’s report (2010) on Health care education and nursing.
Shavon Legette, New Associate Director of the Community Health Center

*The philosophy of nursing has four major concepts: human being, health, environment/society, and nursing.*

Jean Watson, author of The Philosophy and Science of Caring

This philosophy has a deep and powerful meaning for Shavon Legette, the newly appointed Associate Director for the Coppin State University Community Health Center.

Shavon has been an integral part of the Community Health Center for more than three years and provides care for both children and adult patients. She provides her patients with primary care including vaccinations, referrals, and health education. In addition to medical services, Legette provides her patients with an unequivocal standard of excellence that is highly respected by her co-workers, peers and patients.

Shavon’s announcement of promotion by Dr. Marcella A. Copes, Dean of the College of Health Professions, was received with resounding applause and accolades from the staff of the Health Center. Valerie Rivera, Shavon’s long-time assistant, said, “I have never worked with a better staff member. She is extremely compassionate and efficient. I will enjoy working with her as she takes the Center to new heights. She really is the glue that holds everything together.”

Legette, like Jean Watson, believes the installation of faith-hope is essential to the curative processes of treating her patients. She uses faith-hope to provide a sense of well-being to her patients no matter what their circumstances may be. Ebony Renwick, who also works in the Community Center, did not hesitate to say, “Shavon is a person who treasures every one of her patients with agape love.” She believes and understands that when modern science has nothing further to offer the person, she can continue to use faith-hope to provide a sense of well-being through beliefs which are meaningful to the individual.

Legette is working on several projects to elevate the Center’s services. Currently the Center collaborates with the Family Practice Associates of the University of Maryland Medical Center for physician services and consultation. Future projects include the Center providing laboratory, dental, x-ray, mental health, and pharmacy services.

The Community Health Center will undoubtedly continue to be competitive with the technological and scientific advancement of the health-care industry. More importantly, the Health Center will continue to be a standard for other health-based centers because of its unmatched level of professionalism and compassion Shavon Legette has in caring for her patients.

**Contact, Hours & Location of Community Health Center**

**Phone:** 410-951-4188  
**Fax:** 410-951-6158  
**Hours:** Monday – Friday  
9:00 a.m.- 5:00 p.m.  
**Location:** Health & Human Services Bldg. Rm. 133 (1st Floor)
What’s Distinctive about the College of Health Professions?

The College of Health Professions offers holistic, student-center, education for aspiring and professional nurses and Health Information Management Professionals

With challenging curriculum, state-of-the-art facilities, and abundant academic support, it’s an ideal environment for highly motivated, self directed students seeking to make a difference.

- The student faculty ratio in the College of Health Professions is usually no higher than 30:1. In clinical courses, it is no higher than 8:1.
- Unlike many undergraduate nursing programs, the Nursing program is not prerequisite based. Students are accepted to the College based on past academic performance, but do not need to take any specific courses before entering the program.
- The College provides exceptional student-support services, including tutoring by graduates of the College, online and face to face.

Are Scholarships and Financial Aid Available?

Absolutely. Students in the College of Health Professions are eligible for the scholarships, grants, work-study, and loan program available to all Coppin students. These include a variety of generous merit scholarships based on academic performance.

Another potential resource is the Maxie Collier Scholarship program, designed to prepare promising undergraduates in the fields of nursing, natural sciences, psychology, and social work to serve emotionally disturbed children, adolescents, and their families in the Baltimore Metropolitan area. Funded by the Maryland Department of Health and Mental Hygiene (MDMH), this program seeks to educate and recruit qualified African-American professionals into careers in public mental health.

How Do I Gain Admission to the Undergraduate Nursing Program?

- You must first apply and be accepted to the Coppin State University as a degree-seeking student before applying to the College of Health Professions.
- The College admits new students only in the fall semester, primarily because the curriculum is highly structured and the pace of learning is rapid.
- Well-prepared incoming Coppin students can enter the nursing major if they meet the criteria: (1) have a cumulative grade-point average of 2.5; (2) do not require any developmental course work; and (3) achieve a passing score on the Test of Essential Academic Skills (TEAS).
- The College will invite qualified applicants to take the TEASE. (Students currently enrolled in the development courses at Coppin cannot take the TEAS).

The College of Health Professions welcomes undergraduate applicants from students in four categories: (1) applicants without previous college experience; (2) applicants who have current or prior enrollment at Coppin in a different major as “unknown”; (3) applicants who have 25 or more acceptable transfer credits from another college and (4) applicants who have a previous four year college degree.

Learn more online by visiting www.coppin.edu/maxiecollier
HELENE FULD SCHOOL OF NURSING
Bachelor Of Science In Nursing Program (BSN) (Traditional)

Students entering the College of Health Professions as freshman can complete the BSN in four years of study, while those who enter later will more than likely require five years to complete the degree. To earn the BSN degree at Coppin you must complete a minimum of 126 credits, including 18 lower division nursing credits, 53 upper-division nursing credits and 55 general education elective credits.

All students in the first year of the program take Academic Success in Nursing, which provides an introduction to the curriculum and offers strategies for academic achievement in this challenging major. Subsequent lower-division nursing courses include Introduction to the Nursing Care to Promote Urban Family Health.

During the third and fourth years of the program, you will be introduced to clinical practice and pursue increasingly specialized nursing course work, such as Medical-Surgical and Psychiatric Nursing and Urban Healthcare within the community.

Graduates of the College of Health Professions consistently outperform graduates of other Maryland nursing programs. The pass rate for the Maryland Board of Nursing RN Licensure Examination is usually between 75 and 100 percent.

RN TO BSN

This baccalaureate-completion program meets the needs of working registered nurses from a wide range of educational and professional backgrounds.

It consists of 120 credit hours including 27 nursing credits and 58 general education credits and 35 advanced placement credits. The curriculum and teaching strategies facilitate the professional developmental of highly motivated, self-directed adult learners.

This program is designed to be completed in one year of full time of study. Your advisor will explain how much time it should take you to complete the program based on your educational background and your advanced placement credit status.

ACCELERATED SECOND DEGREE

The United States Department of Labor has projected the need for more than one million new and replacement registered nurses by 2018. With this new accelerated plan of study, the HFSON has prepared to assist with meeting the nursing workforce challenges.

The Accelerated Second Degree option is a fifteen month track which is approved by the CSU Curriculum Standards Committee, the Maryland Board of Nursing and the Maryland Higher Education Commission. Second Degree Baccalaureate Nursing applicants have completed their undergraduate or master's degree in a non-nursing area.

MASTER OF SCIENCE IN NURSING (MSN)

The MSN program provides the advanced skills and knowledge necessary to succeed in both clinical practice and nursing research. Like the BSN program, the MSN program at Coppin focuses on training culturally sensitive nurses with a commitment to serving diverse urban communities.

You will work closely with nationally acclaimed faculty member at the College of Health Professions, and learn how to work collaboratively with a multi-disciplinary healthcare team providing comprehensive patient care. As a Coppin student, you will also have access to state-of-the-art clinical facilities and some of the best academic information technology in the region.

Students in the MSN program are eligible for a wide range of scholarship and grant opportunities, including Senatorial, Delegate, Professional, and
State Nursing Scholarships to qualified Maryland residents. Contact the Graduate Department of Nursing for detailed information on Scholarships, grants and possible assistantships available for full-time students.

**POST-MASTER’S CERTIFICATE**

The Post-Masters Certificate Program is designed for nurses with the MSN degree who are seeking further certification in order to become family nurse practitioners.

The program consists of 31 credit hours and precepted clinical hours and will prepare you to provide comprehensive primary care to urban families, especially those in underserved areas. You will acquire in-depth knowledge in health promotion, disease prevention, growth and development, wellness care, assessment and management of common illnesses.

Students completing the program are prepared to sit for certification as a Family Nurse Practitioner.

Graduates of the College of Health Professions work in a wide variety of professional settings in Baltimore and beyond.

**DOCTOR OF NURSING PRACTICE (DNP)**

The DNP is designed for nurses with the MSN degree and are Nurse Practitioners. The Post Masters DNP consists of 30 credits. The program is slated to be completed in three semesters and one winter session. The option for Baccalaureate entry should become available in 2015. The baccalaureate entry program will consist of 80 credits and three years that will include Summer sessions. Students completing the program are prepared to sit for certification as a Family Nurse Practitioner.

**SCHOOL OF ALLIED HEALTH**

**Health Information Management (HIM)**

This innovative, interdisciplinary program prepares you for one of today’s fastest growing professions. Health Information Management (HIM) professionals work at the crossroads of healthcare and technology—they are experts in managing patient medical records and administering complex computer systems. As an HIM professional, you will collect, maintain, and analyze the information doctors, nurses and other healthcare professionals require to deliver quality-care.

The Coppin program leads to a Bachelor of Science in Health Information Management. Graduates in this opportunity-rich field are employed in a wide range of professional settings: healthcare facilities such as hospitals, clinics, and doctors’ offices; government agencies that deal with healthcare data; insurance companies; pharmaceutical companies; consulting and law firms; and long-term care facilities. In fact, health information management professionals are employed in every industry that utilizes patient data.

High school students interested in this program should take as many math, science and computer science courses as possible. The curriculum during the first two years of the Coppin program provides a strong foundation in anatomy, physiology, and other natural sciences. Upper-level courses familiarize you with business analysis, computer science, and legal issues surrounding HIM. As a junior and senior, you will take the professional development courses and have opportunities to gain on-site experience in the HIM department of an acute-care facility.

Earning the BS degree in HIM qualified you to take the Registered Health Information Administrator (RHIA) certification exam. Annual starting salaries for health information management professionals with RHIA certification are in the $30,000-$50,000 range. With five-plus years experience, RHIA-certified professionals can expect to earn $75,000 or more.

HIM is an ideal program for transfer students, including former nursing majors who decide, for whatever reason, that nursing is not right for them. To facilitate the entry of transfer students interested in health information management, Coppin maintain articulation agreements with a number of area community colleges including Baltimore City Community College; Howard Community College; Montgomery Community College; Prince George’s Community College; and Community College of Baltimore County.

According to the Bureau of Labor Statistics at the U.S. Department of Labor, health information management professions are among the fastest growing in the nation, with job growth in that field projected to increase to nearly 50 percent in the next several years.
B’More-Aware of HIV/AIDS: The Living Red Ribbon
Coppin attempts record breaking human red ribbon on World AIDS Day

Coppin State University, in partnership with AIDS Interfaith Residential Services (AIRS), Moveable Feast and Chase Brexton Health Services participated in a Guinness World Record attempt to form the largest human red ribbon to bring a greater awareness of HIV to the Baltimore Metropolitan region and to encourage community support of local programs. The B’More Aware event included live entertainment, food, vendors, and a health fair with free HIV screening.

Nearly 2,000 students, faculty, church groups, business and government leaders gathered in red ponchos to stand in solidarity. “The primary goal,” said Dr. Marcella A. Copes, dean of the College of Health Professions, “was to increase HIV/AIDS Awareness in Baltimore. The 2nd goal was to set a Guinness Book of World Records for the World’s Largest Human Awareness Ribbon. Although, we did not beat the World’s Record, we did beat the State’s record and due to phenomenal publicity from all the major television networks and radio stations, we did meet the goal of “B-More Aware of HIV/AIDS.”

Coppin State University President, Dr. Reginald Avery welcomed the attendees and gave remarks along with Lt. Governor Anthony Brown, Dr. Peter Chaulk, Dr. Blatner, chair of the Baltimore City Commission on HIV/AIDS Treatment and Prevention, F.T. Burden, CEO for AIRS, and various others.

Red Ribbon entertainment for the day included Coppin State University Marching Band, Mark Davis & Beans N Frank, Douglass High School Choir and Marching Band, singers Tiffany Jeffers, Chanel Paige and Burgundi Allison, griot Janice Greene, poet Keri Hickey, and a presentation of colors by the US. Navy.
Caring for the Nurses Who Care for Us

by Congressman Elijah E. Cummings

Reprinted From AFRO Newspaper
February 18, 2011

Any who doubt Baltimore’s students and their potential for success in the demanding health care fields should have a conversation with Dr. Marcella Copes, Dean of Nursing at Coppin State University.

My colleagues on the Morgan State University Board of Regents will forgive me, I trust, for my long-standing support for nursing education at Coppin.

I am doing all that I can to help Dr. Copes and her colleagues for a very simple reason: they are getting the job done.

Guided by a gifted and very supportive faculty, young nurses-in-training from local neighborhoods are succeeding academically at Coppin State - often against the odds - while they also contribute to the well-being of our community.

Maryland is very fortunate to have a number of excellent nursing schools, all providing this nation with highly qualified Registered Nurses at a time when we face a significant shortage in the field. Yet, even in this worthy academic company, Coppin State’s nurses stand out.

Nursing graduates from throughout the country all take the same national licensing examination to become Registered Nurses. This year, Coppin State’s nursing students achieved the highest RN passing rate of any school in our state.

Coppin State’s students are succeeding because of their abilities, their determination and the faculty support they receive. Their path to professional excellence is assisted by the state-of-the-art Computer Simulated Hospital training that I was privileged to help them obtain.

Here in Baltimore, we all are better off as a result.

Coppin State’s Community Nursing Clinic serves patients from both the university and the surrounding community. Students at St. Frances Academy, senior citizens receiving Wayland Baptist Church’s health
care outreach service, and children at Mt. Washington Pediatric Hospital all benefit from Coppin State nursing.

These are accomplishments that haven’t received much public acclaim - but they should. No healthcare professional has a more profound impact upon our survival than the qualified nurse who cares for us when we are injured or sick. It stands to reason, therefore, that we all have a personal interest in the availability of high-quality nursing education and the Registered Nurses these educators train.

Nevertheless, some in the Congress are considering cuts to federal support for nursing education.

I disagree.

We in the Congress need to expand this critical federal funding for nursing education when we consider appropriations for Title VIII Nursing Workforce Development Programs within our Public Health Services Act.

Cutting federal support for our nurses would be a false economy. Cuts in funding would make the current nursing shortage worse - a failure that many Americans would not survive.

Locally, the national shortage of qualified nurses is already a serious concern. We now are experiencing both a shortage of trained nurses and unreasonably long hours for the nurses who still are working in Baltimore’s healthcare facilities.

We can rest assured that all of these professional nurses will continue to do their best. Still, common sense tells us that a shortage of qualified nurses must have an adverse impact on patients’ care.

Giving our sick or injured less than the best care that we can is unacceptable in a nation with the most expensive health care system in the world. Unless we substantially increase our support for nursing education now, health experts project that we will face a national one-million-nurse shortfall within a decade.

That would be a nursing crisis in which we would lack fully one-third of the qualified nurses we need - and Americans would die before their time as a result. We must do better.

Even today, Coppin State’s excellent nursing program attracts more qualified applicants than the 125 students that the school can accept at any one time.

The same holds true for our other local nursing schools and those around the country. In 2009, U.S. nursing schools turned away nearly 55,000 applicants from undergraduate and graduate nursing programs due to insufficient capacity.

Why are so many highly-qualified applicants being turned away? A substantial reason appears to be a shortfall in the level of state and federal funding needed to provide world-classes nurses with the salaries that they need to support their families while they teach.

Increased support for nursing education is not a luxury. When our health and survival is at stake, caring for the nurses who care for us is a necessity.

“No healthcare professional has a more profound impact upon our survival than the qualified nurse who cares for us when we are injured or sick.”

- Congressman Elijah E. Cummings
The Helene Fuld School of Nursing: A Lasting Legacy

Coppin State University is an institution of legacy. Many of its students are the sons, daughters and grandchildren of past graduates. Luminaire spoke with Coppin mother and daughter graduates Chardae Gatlin and Wondella Brooks Frederick to gain insight on their experiences with Coppin’s School of Nursing.

Mother, Chardae Gatlin, is a 1998 Helene Fuld School of Nursing (HFSON) graduate. She chose Coppin because she wanted to attend a historically black college to further her nursing education. Chardae worked as a Licensed Practical Nurse (LPN) for Provident Hospital in Baltimore, Maryland before she began her education at the HFSON and is currently employed at Johns Hopkins Hospital Healthcare.

“My mother is a phenomenal and very professional woman. During her time at Coppin, she attended school full time, worked part time, took care of two kids, a husband and her ill mother. Just seeing her endure all of this and still smiling made me want to be like her,” stated Wondella.

Chardae’s daughter, Wondella, was accepted to several schools in the Baltimore area, but it was no surprise to her mother that she chose Coppin’s School of Nursing.

“I was pleased when Wondella chose Coppin. This is an exceptional program. It is a joy knowing that my daughter followed in my footsteps in choosing CSU and making nursing her career choice.” stated Chardae.

Wondella said,” I am glad that I was able to attend this program because it has prepared me with skills and knowledge to become a registered nurse.”

Both mother and daughter are proud of one another for the decision they made to attend CSU’s Nursing program and plan to continue to pass the torch to the next generation.

“Both mother and daughter are proud of one another for the decision they made to attend CSU’s Nursing program and plan to continue to pass the torch to the next generation.”

Wondella Brooks Frederick (’11) and Chardae Gaitlin (’98)
Former Faculty Member Has Scholarship Established in Her Honor

Marguerite McClammy may have retired from Bon Secours Baltimore Health Systems, but she is not going off into obscurity. Her thermometer has not had a chance to get cold and already the hospital has plans for her. Viewed as the voice of clarity and reason, by Dr. Samuel Ross, president and CEO, Marguerite can still expect to be “on call.”

In 1964, Marguerite embarked on a journey that changed the course of her personal history. She enrolled in then Provident Hospital’s Helene Fuld School of Nursing to become a registered nurse.

“I have always heard stories from my mother and her nursing school alumni friends of the trials and tribulations they faced as nursing students. And I have also heard them speak with great pride of the professionalism they were taught,” said Marguerite’s daughter, Erika McClammy.

Bright-eyed and full of wonder, Marguerite joined Bon Secours hospital 44 years ago. Since then she has left an indelible mark on doctors, her contemporaries, staff, patients and most of all her daughter.

“My mother grew up in Wilmington, North Carolina. She often told me stories about how, at the early age of 17, she came to live in Baltimore. I can’t imagine how I would feel at that age, especially without Internet and cell phones, embarking on a lifelong journey that began on an almost 24-hour bus ride,” said Erika.

Throughout her career as a nurse, Marguerite has always helped other nurses and nursing students along the way. As a retirement gift, Erika wanted to establish a scholarship at the CSU Helene Fuld School of Nursing because the nursing school helped give her mother a lifelong vocation.

“I’m reminded of how my mom came to Baltimore to attend nursing school, and she came with very little. She was able to attend because she had a scholarship. It’s my hope that the scholarship will provide some measure of assistance — make a difference — to some students in need, in much the same way that nursing school scholarships made a difference in my mom’s life,” explained Erika.

Marguerite has a profound sense of gratitude and of giving back. This scholarship is the perfect gift – a gift that keeps on giving. “I am grateful that her friends and co-workers felt the same way and have contributed to her scholarship fund. It is a great honor to have a scholarship in my name; something that I would have never imagined,” said Erika.

“The Helene Fuld School of Nursing holds a special place for me because in 1964, it was the Helene Fuld Foundation that allowed me to receive my nursing education from the Provident Hospital Helene Fuld School of Nursing on a scholarship. I later went on to receive my BSN from Coppin State and it only seems right that I give back to help someone else in need,” shared Marguerite.

“Ms. McClammy has dedicated her life to caring for the sick and infirm, to comforting the dying, and to participating in the joy of birth. She is trailblazer, breaking through barriers and changing the landscape of nursing. Coppin State University Helene Fuld School of Nursing is honored to proclaim Marguerite McClammy as one of our own. She will forever be a part of our legacy,” said Beverly Richards, development director for CSU Helene Fuld School of Nursing.
# Recruitment Calendar

## April-2012

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<tr>
<td>National Student Nurses’ Association 60th National Convention</td>
<td>4/11/2012 - 4/15/2012</td>
<td>Pittsburgh, PA</td>
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<tr>
<td>College Bound Foundation [Baltimore City High Schools] with CSU Main Admissions Office</td>
<td>4/11/2012 - 4/13/2012</td>
<td>Baltimore, MD</td>
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<tr>
<td>CSU Campus Spring Open House</td>
<td>4/20/2012</td>
<td>Johnson Auditorium</td>
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## May-2012

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<tr>
<td>MD. H.I.M.A. Conference</td>
<td>Thursday 5/17/2012 &amp; Friday 5/18/2012</td>
<td>Baltimore Convention Center Baltimore, MD</td>
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## June-2012

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## October-2012

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<tr>
<td>American Nurses Credentialing Center [ANCC] 2012 National Magnet Conference</td>
<td>Wednesday 10/10/2012 thru Friday 10/12/2012</td>
<td>Los Angeles, CA</td>
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Giving to the Helene Fuld School of Nursing

The School of Nursing’s Alliance for Nursing Guidance, Education and Leadership (ANGEL) network, does so much to provide a stellar academic teaching/learning environment within the nursing school. It also assists with student scholarships, improves academic resources, provides faculty and staff development opportunities, and increases recognition for the School of Nursing.

We have many needs and your contribution helps meet some of them that otherwise would not be met. Through ANGEL you can help us transform the quality of education for our students, the quality of our program, and the quality of healthcare for Maryland and the nation.

Your gift is important. We cannot do it alone. To make a gift to the Helene Fuld School of Nursing ANGEL network to support these and other programs please call 410-951-6266 and/ or make checks and money orders payable to: CSU Development Foundation with ANGEL in the memo section.
ORDER FORM

NAME: ___________________________ EMAIL: ___________________________

ADDRESS: ___________________________ PHONE: ___________________________

CITY _______ STATE: _______ ZIP: _____________

NAME OF PRINT: ___________________________

FRAMED: _______ UNFRAMED: _______ AMOUNT ENCLOSED: $___________

PLEASE MAKE CHECKS PAYABLE TO THE ORDER OF
CSU DEVELOPMENT FOUNDATION—MEMO SECTION: ARTcetra

MAIL TO: COPPIN STATE UNIVERSITY COLLEGE OF HEALTH PROFESSIONS
ATTENTION: BEVERLY RICHARDS
2500 W. North Ave
Baltimore, MD 21216
Or call 410-951-6266

ARTcetra proceeds benefit the students and programs at Coppin State University College of Health Professions
The Coppin State University College of Health Professions
&
School of Education
Present

ARTcetra IV

Save the Date
SEPTEMBER 15, 2012
5:00 PM—9:00 PM
COPPIN STATE UNIVERSITY
HEALTH AND HUMAN SERVICES BUILDING
2601 WEST NORTH AVENUE | BALTIMORE | MD | 21216

ARTcetra IV proceeds benefit the students and programs at Coppin State University
College of Health Professions and the School of Education
What Makes A University Great?

Engaged Faculty
Promising Students
Distinctive Programs
Superior Facilities

... Inspired Philanthropy

Why I Give Back?

As a member of CSU College of Health Professions Alumni Association I have the opportunity to serve and support the mission of the school. This venture allows me to stay in touch with classmates, and serve as a mentor or mentee to the alumni community. This wonderful experience allows me to foster new and healthy relationships with fellow professionals in the healthcare industry. Whether it is planning an event, giving a gift, communicating with alma mater on social networking sites, or using my talent and energy to further the vision of the college, there is a way to stay active and committed to the success of CSU.

Christopher Rogers (*11)
Health Information Management Alumni Association President

Coppin State University is the first choice and first chance for hundreds of students from a variety of circumstances.

We . . .

• Uplift students by expanding their horizons and supporting their deepest aspirations
• Accept dozens of students from economically and socially challenged backgrounds
• Educate adult learners, many of whom work and have families
• Celebrate the accomplishments of our graduates and alumni, who make us proud

Inspired philanthropy . . .

• Builds great faculty through endowed chairs and professorships
• Supports students through scholarships and book funds
• Enriches student experiences through foreign exchange and cultural programs
• Strengthens the community through programs and learning opportunities for neighborhood residents

We ask you to be inspired too.
Visit coppin.edu/invest or contact Douglass Dalzell, VP for Institutional Advancement
(410) 951-3826 ddalzell@coppin.edu