A Magazine for students, alumni, and supporters of the College of Health Professions at Coppin State University

Spring 2013 • Volume 2 Issue 2

EXCEPTIONAL LEADERS IN THE MAKING

Dr. Carlessia Hussein Visits the CHP  St. Frances Academy Partnership  Alumni Basirat Giwa, RHIA
Cutting edge instructional technology
Excellence
Collaborative partnerships

Scholarly Endeavors
Customer Service
Advocacy
Respect for Others
Lifelong Learning

Nursing Research

Diversity of Values, Culture and Ethnicity of All People

Competence
Community Engagement

Compassionate Community Health Care
“It was the best of times, it was the worst of time...” It is a profound statement from Charles Dickens’ Tale of Two Cities. It was insightful during its period and has depth of meaning, for current times. It is an exciting time to be alive, but our country is in a state of flux. Many Americans are jobless, looking for opportunity or searching for the next career boom.

I can say with certainty the healthcare industry offers great opportunities. And I am proud to proclaim the students here at Coppin State University College of Health Professions (CHP) are on the precipice of greatness. Our students are, as our feature article states, “Exceptional Healthcare Leaders in the Making.”

It is to our students’ advantage that the College of Health Professions is a young, vibrant academic institution. From its early days, our institution has evolved from a small school of nursing into a major college within the University of Maryland System, encompassing a wide spectrum of healthcare disciplines and a variety of degree programs at the bachelor’s, master's and soon-to-be doctoral levels. We provide excellent teaching and a supportive community for undergraduate, graduate, doctoral, and professional students in an environment distinguished by academic research and public service. The College:

- makes excellence accessible;
- establishes a foundation for lifelong learning, personal development and social responsibility;
- combines theory and practice to create meaningful, real-world solutions; and impacts the healthcare system locally and globally.

You will see these themes reflected throughout this issue of Luminaire. Linger while reading so you can really take in the types of partnerships and real-world experiences we provide for our students. Discover how we are meeting the demand for urban healthcare through our partnership with St. Frances Academy. Learn about the accomplishments of our faculty.

Explore why the Coppin State University College of Health Professions is light years ahead of its vision for the future of healthcare. Then, make plans to visit our campus; meet our exceptional faculty, students and staff, and experience the future of nursing and health information technology at CHP.

Take Care and Enjoy,

Marcella A. Copes, Ph.D., RN
Dean
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Look at that cover. I don’t know about you, but if those students don’t look like leaders, no one does. They represent all of the College of Health Professions (CHP) students — the best and the brightest emerging leaders in health-care.

I believe our students are successful because of the community atmosphere here. Merriam-Webster’s Collegiate Dictionary defines community as, “… [a] group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists.” CHP is a distinct community of academicians, promoting health care ideas and advances, and of students who are followers of those concepts.

Our faculty encourages and guides our young scholars into being critical and innovative thinkers. Through the use of technology and empirical experiences the students are allowed to fuse the value of knowledge and the value of the diversity of their fields of study with the value of health care in its totality.

We help mold the health care leaders of the future. Our students walk in the door bright-eyed and full of wonderment. They leave as change-agents.

I am convinced there is no institution of higher learning more advanced and effective as the College of Health Professions.

Let Your Light Shine,

Beverly Richards
Editor

“Our faculty encourages and guides our young scholars into being critical and innovative thinkers.”
“Our students walk in the door bright-eyed and full of wonderment. They leave as change-agents.”
Choosing a career in dominated by women wasn’t something recent graduate Michael Richardson thought too much about when he decided to be a nurse. He did it because he wanted to make a career change and had harbored an interest in health-care. He went to college in 1975 to become a surgeon. But circumstances pointed him to a different major. “I am a people-oriented person who through prior work was very aware of the health-care needs of our minority population. This made nursing a perfect fit. The desire to find a challenge and a change directed me to Coppin. The quality of the curriculum and teaching made CSU a perfect fit for me.”

By entering a field dominated by the opposite sex, one might think Michael and other male nurses might be perceived as being at a disadvantage. However, an increasing number of men are entering the nursing field. According to the Health Resources and Services Administration, three percent of all nurses were men in 1980. Today, that percentage has grown to 6.6 percent, or one in every 15 nurses.

Michael works in the Surgical Acute Care Unit at the University of Maryland Hospital in Baltimore City. He cares for patients who have complications subsequent to their surgeries (mostly thoracic and abdominal/digestive tract procedures), immediately thereafter, and several months after their operations. Michael is responsible for the careful periodic assessment for changes of his patients’ health status, administration of medication, and being a “traffic cop” for their daily care.

“As an example of being the “traffic cop” would be the coordination of readiness for diagnostic tests,” said Michael. “Many patients have scanning tests (CT or MRI) ordered which requires preparation and ingestion of a contrast solution, usually two 650 cups of liquid. This liquid must be consumed within a certain timeframe.” The challenge is often to have the patient accomplish the task while administering other oral medications, knowing the contrast solution has the potential for nausea. Should the solution not stay in the patient the test and diagnosis can be delayed, resulting in postponed treatment and increased lengths of stay. “Planning, such as deciding on which drug the patient takes first, and setting the timeframe for delivery to the scanning department is a critical thinking task of the nurse.”

As a neophyte nurse, Michael faces new tasks and challenges daily. His day begins with numerous assignments which set the tone for the start of the day. And those tasks, he said, must be handled correctly, without exception and without any missing parts. But his biggest challenge is organization. “There are also the challenges related to particular patient needs. Many times the needs of a client with a high degree of pain and those who seek medication that resolve it demand time that interrupts scheduled events for the majority of your other patients.” However, “A smile from a patient, a sign of comfort, and staying on schedule makes a good day for me.”
Michael attributes much of his success to the hands-on-education he received through his clinical and the drills performed in the Simulation Center. Clinical helped to give him the confidence to carry out his day-to-day responsibilities without hesitation. “I have seen the benefit of my clinical experience as compared with some recent graduates of some (not all) other schools. I might also say that I had the benefit of some excellent and challenging instructors, some of which were perceived as being really tough. I would advise any student to look for the challenge and not for what they hear is the easiest assignment.” The drills in the Simulation Center, he shared, helped in the development of a critical skill that he uses every day — assessment.

Considering his future, Michael wants to pursue the Advanced Cardiac Life Support certification, as soon as he has six months of experience, a Medical/Surgical Specialty certification, and a Critical Care Specialty certification within the first two years of his career. As it relates to continuing his education, he plans to pursue a MSN in Nursing Leadership, manage a unit or section of a hospital in one of those areas. But for now, his greatest satisfaction is, “With the exception of some terminal patients, that I leave almost all of them in a better state (especially emotionally) than I encountered at the beginning of the day.”

MINORITY MEN IN NURSING FACTS

- There are 2,909,357 licensed registered nurses in the United States.
- Approximately 168,181 RNs are men – only 5.8% of the total nursing population.
- There are approximately 122,495 black (non-Hispanic) nurses.
- There are approximately 48,009 Hispanic/Latino nurses.
- There are approximately 89,976 Asian/Pacific Islander nurses.
- Black and Asian/Pacific Islander nurses are more likely than all other nurses to have at least baccalaureate preparation.
- 14.2% of black nurses have master’s or doctoral degrees, compared to 13.2% of Caucasian nurses.

For more information please visit: http://www.minoritynurse.com/minority-nursing-statistics
Dr. Carlessia Hussein Visits College of Health Professions

A Model of Excellence

Dr. Carlessia A. Hussein has lived a life dedicated to public service in the field of medicine. Her efforts to reduce health inequities have been invaluable to both the African-American community and to the State of Maryland at large.

Dr. Hussein graduated from the University of California, School of Public Health at Berkeley with a Doctorate in Public Health. She has contributed her extensive experience in nursing and public health to the University of California as the Associate Dean of their School of Public Health and as the Chairperson of the Community Health Nursing Program at Berkeley. Dr. Hussein is the current Director of the Office of Minority Health and Health Disparities (MHHD) in the office of the Maryland Secretary of Health.

Dr. Hussein is the current Director of the Office of Minority Health and Health Disparities (MHHD) in the office of the Maryland Secretary of Health.

During her time as director, Dr. Hussein has sought to eliminate the health disparities between Caucasians and people of color, particularly African-Americans.

Under her guidance, the MHHD has seen a number of bills passed to promote health equity in Maryland. One of the most recent bills passed is the Maryland Health Improvement and Disparities Reduction Act of 2012 (SB 234), which establishes four million dollars to fund projects to reduce health disparities and improve health-care access throughout the state of Maryland. The law will create “Health Enterprise Zones” to target underserved communities and provide them with access to health care facilities, as well as requiring hospitals to track health care disparities and apply measures to eradicate them. During Dr. Hussein’s time as director, MHHD has created a website “Dedicated to Overcoming Global Health Disparities,” held five annual health disparities conferences, and developed several legislative policies to aid the state in creating and preserving an equitable healthcare system.

Dr. Hussein is also the director of the Maryland Cigarette Restitution Fund Program, an organization devoted to reducing tobacco-related health disparities in Maryland. According to CRFP’s website, the program has “made substantial progress in reducing the use of tobacco products by underage youth, adults and pregnant women” between the years of 2000 and 2008. Maryland has since reduced heart disease mortality by 24%, while youth tobacco use has decreased by 24.3%. CRFP has published several reports about the effects of smoking on the health and well-being of minorities, women, and adolescents, and continues to pursue partnerships with healthcare facilities, non-profit organizations, and hospitals to eliminate tobacco use in Maryland once and for all.

Dr. Hussein is not only a spokeswoman for the underserved, but a model of excellence to all Americans. As one of the few African-American women in positions of power, she has presented herself with nothing but the utmost standard of distinction and academia. She has committed her life to lifting the burden of health inequities from the backs of minorities, and for that, she deserves to be honored.
Having to find direction at narrowing down an area of concentration, especially in the field of health, can present some challenges. Four years ago, at the age of 30, Christy exhausted her possibilities at community colleges and wanted to further her education.

“I wanted to do something with coding but I had little experience,” said Christy. It was at the community college that Christy heard about Coppin State University College of Health Professions (CHP) Health Information Management (HIM) baccalaureate degree program.

Determined, Christy applied and was accepted into the HIM program. The CHP is the only four-year higher education institution in the state of Maryland to offer a baccalaureate degree in Health Information Management. The HIM program equipped Christy with the preparation needed to develop, design, implement, and evaluate healthcare management information systems in a variety of healthcare facilities, and delivery systems. She was able to benefit and make connections from the balance of the natural sciences, social science, humanities, and the core body of knowledge that is specific to the HIM major area of study. Christy has excelled in her course work, while maintaining a family and a job.

The HIM program provided her the flexibility she needed through online courses. Christy believes that support, organization, dedication, and balancing of time contributed to her achievements while in the program. “If it were not for Professor Calhoun’s and Professor Green’s support, I don’t believe I could have stayed in the program. They were very patient and provided me with all the necessary information that I needed,” Christy said.

Christy Hughes, Health Information Management, B.S. Senior

The program assisted her with the professional language of medicine, the content and format of medical records, and regulatory and licensure requirements. The College of Health Professions partners with various hospitals and health facilities throughout the community. In the summer of 2012, Christy interned at Carroll Hospital Center (CHC), a private nonprofit 189-bed hospital in Westminster, Maryland.

“It was very busy. During the time that I interned there, CHC was acquiring a Cancer Center and that is a tremendous undertaking for someone in the Health Information Management field because of state and federal guidelines.” Christy continued, “The department that I was assigned to was just transitioning from paper base to electronic medical records and they were having trouble as to how they should store the records. I learned in class that documents could be destroyed based on length of time that the file had been recorded.” Christy was glad that she could be a benefit to the department. Christy’s supervisor was pleased to offer Christy a position after her graduation.

With enthusiasm Christy stated, “I enjoyed working at Carroll Hospital Center but I believe I have found my passion in healthcare compliance. After I graduate in spring 2013, I plan to attend graduate school and major in Health Care Administration, in fall of 2013.”

The HIM program equips graduates with the preparation needed to develop, design, implement, and evaluate healthcare management information systems in a variety of healthcare facilities, and delivery systems.
This isn’t the long-held graduation tradition that signifies that you are now a full-fledged nurse. These days @CoppinCHP have become the tradition in a world of social media. Today, there are over a billion users of social media. This means that one in every six people have some type of social network account.

The College of Health Professions emphasizes supporting students, faculty, and staff—and uses social media to do so. Currently, students can reach out to the faculty, staff, and their advisors by using Facebook. Administrators of Facebook who moderate the stream, respond to direct messages and posts updates about calendar events, educational tips, useful resources, and links.

Now you can find the College of Health Professions on Pinterest. Pinterest is the online pinning board for your favorite pictures or videos. You can add a pin from a website or upload a picture or video from your computer. Pinterest allows you to organize the pictures and videos into boards for specific categories. The College of Health Professions currently has pin shots for: Home Décor, Fav Dishes and Recipes, Vacation Pics, Just for Laughs, I Bet You Didn’t Know, What You’re Reading and Favorite CHP Moments. So go ahead and get to pinning!

You can find the College of Health Professions at: http://pinterest.com/CoppinCHP/
Community is the New Reform

Located on the corner of East Chase Street and Brentwood Avenue is where you will find a demonstration of community reinvestment and reform—St. Frances Academy. Established over 150 years ago by Mother Mary Elizabeth Lange and the famous Oblate Sisters of Providence, St. Frances Academy fosters academic, spiritual, physical, and social growth. Students are encouraged to take advantage of the opportunities presented to help them achieve their fullest potential.

The College of Health Professions Helene Fuld School of Nursing’s newly renamed Coppin Clinic at St. Frances, offers an opportunity for students to achieve their fullest potential by maintaining good health and wellness. The Coppin Clinic provides school-wide and community outreach. Coppin State University College of Health Professions’ collaboration with St. Frances Academy was established with a far-sighted approach based on fostering long-term relationships and building the community by providing care for children and adults, management of chronic health problems, weight management education, assistance with obtaining insurance, 24-hour phone consultation and an environment where walk-ins are welcomed during clinic hours.

The clinic helps to provide clients flexibility to accommodate community support. For this reason, the Coppin Clinic provides even more than the average school nurse. According to the National Association of School Nurses, the school nurse has a multi-faceted role within the school setting, one that supports the physical, mental, emotional, and social health of students and their success in the learning process. It is the breath of nursing activities contained within the role of the school nurse and the unique non-medical setting that differentiates school nursing from other nursing specialties. The Coppin Clinic partnership extends beyond partnering with St. Frances Academy. The Coppin Clinic has created a partnership with the community.

The Clinic focuses on what matters the most, children, families, safety, stronger schools, neighborhoods, and communities. By addressing the pressing health needs of the community, the clinic stays on the forefront of health disparities and improvement. In any given week the Community Center services at least 30 individuals. Creating a nurturing environment is central to Coppin State University’s College of Health Professions Coppin Clinic. “We are a community,” says Pat Setlow, who has worked as Director for over three years, “We will continue to provide for those in the school and the neighborhood.”

The Community Center provides a welcoming environment. Setlow explained, “The big purpose is to be more self-sustaining and to take on more patients.”

The results of this school-wide and community partnership are echoed amongst parents. Sheila Kasey, stated, “The people here are very courteous, personable, in touch with what’s going on in the community, respectable and have a lot of patience. The school is a blessing, not only for the African-American community but it is a role model for everyone. The thing that makes it nice is the people and how they are enthusiastic about seeing everyone achieve.”

For more information contact:
Coppin Clinic at St. Frances
501 E. Chase Street
Baltimore, MD 21202
Phone: 410-528-8747

“The people here are very courteous, personable, in touch with what’s going on in the community, respectable and have a lot of patience.”
Offering the following programs:

- Doctor of Nursing Practice (DNP)
- Master of Science in Nursing (MSN)
- Post Masters Certification/Family Nurse Practitioner
- Accelerated 2nd Degree (BSN)
- RN to BSN
- Traditional BSN
- GNA/CNA Training
- Bachelor of Science in Health Information Management (BS)

A degree from the College of Health Professions

- Increases your knowledge base
- Increases your earning capacity
- Increases quality patient outcomes

Health & Human Services Building • 2601 West North Avenue • Baltimore, MD 21216

For more information about our programs email us at healthprofessions@coppin.edu or call 410-951-3970
ATTITUDE OF
“Grateful people report higher levels of positive emotions, life satisfaction, vitality, optimism and lower levels of depression and stress,” states leading professor of psychology at the University of California, Davis, Dr. Robert Emmons. Dr. Emmons wrote the first scientific study on gratitude, its causes and potential impact on physical health. He showed conclusively that gratitude has a positive effect on reducing pain, improving digestion and strengthening the immune system. Research also found that gratitude can have a protective effect against heart attack and research participants who had experienced one heart attack -but who saw benefits and gains from it, such as being more appreciative of life-experience a significantly lower risk of having a second heart attack.

That is why the College of Health Professions has implemented a new campaign, “Attitude of Gratitude”. The campaign allows faculty, staff, and students an interactive way to write gratitude statements on post boards located in the hallways of the college. As the campaigns kicks off, here is what some had to say:

I am grateful for all of you!!
- Dr. Marcella Copes, Dean

I enjoy this Caps program!
CAPS ROCKS!
- Bianca

I am grateful for the opportunity to help you grow to your destiny!
- Denyce Watties Daniels

Dios Le Bendiga Todos
- Dr. O

It is of the mercies of the Lord that we are not consumed because his compassions faileth not. They are new every morning....
- Dr. Tilghman

It’s not about what you look at....it’s about what you see. Thank God for the beauty all around us!
- Shirley C.

Success involves FOCUS.
You must F.O.C.U.S twice.
Forget others creating unnecessary stress then find others creating ultimate success!!
- Charlotte Wood
The NCLEX-RN first time Candidate Performance for Maryland Schools for July 1, 2011 – June 30, 2012 passing rate was 86.54%

Robin Warren received the Doctor of Nursing Practice (DNP) from the University of Alabama, Tuscaloosa, AL.

Denyce Watties-Daniels was selected to participate in the National League of Nursing LEAD program with focus in Simulation in Nursing Education beginning January 2013.

Crystal Day-Black and Dr. Tracey Murray served as reviewers for the Primer which is being developed jointly by the Maryland Office of Minority Health Disparities and the University of Maryland College Park School of Public Health Disparities integration within the curriculum.

The College of Health Professions created its first Living and Learning Community (LLC) in the residence halls. The LLC was established to create and implement programs that reflect the university’s commitment to the Total Student Experience within the residence halls by creating themed living and learning communities that are an extension of classroom experiences. The program, a collaboration with faculty and others within the School of Nursing to create residential academic programs, offering innovative living-learning options for all class levels; beginning with first-year students, and phasing a new class level annually.
The Journal for Nurse Practitioners recently posted the top 25 articles for the quarter. Two of the top 25 articles, “The Criminalization of Mistakes in Nursing” and “Privacy, Confidentiality, HIPAA, and HITECH: Implications for the Health Care Practitioner” were authored by faculty members Tracey L. Murray, DNP, FNP-BC, CRNP, RN, Mona Calhoun, RHIA, and Nayna Phillipsen, Ph.D, JD, RN The abstracts:

**The Criminalization of Mistakes in Nursing**
Nayna C. Philipsen, Ph.D, JD, RN

Abstract
Recent studies and policies on safety and error reduction in health care contrast sharply with the punitive model of law enforcement. The advanced practice registered nurse, as a professional and as a stakeholder, can be an effective advocate against movement by state prosecutors to treat health care errors as crimes. This is important in promoting patient safety and the general welfare of citizens, as well as protecting justice for health care professionals. To access the full text: http://www.sciencedirect.com/science/article/pii/S1555415511003400

**Privacy, Confidentiality, HIPAA, and HITECH: Implications for the Health Care Practitioner**
Tracey L. Murray, DNP, FNP-BC, CRNP, RN, Mona Calhoun, RHIA, Nayna C. Philipsen, JD

Abstract
The duty to maintain a patient's health records dates back to the 4th century BC. Within the health care system, privacy and confidentiality are a part of the provider's requirements for quality health care. The Health Insurance Portability and Accountability Act of 1996 addresses the privacy and security of health care records. Title I ensures insurance portability, while Title II requires the use of national guidelines for electronic health communication. The American Recovery and Reinvestment Act of 2009 has provisions to address health information technology for economic and clinical health. Nurse practitioners must understand both laws. To access the full text: http://www.sciencedirect.com/science/article/pii/S1555415511003412
MEET THE STAFF

Strategically located on North Avenue, in the heart of the West Baltimore community, is the Coppin State University College of Health Professions School of Nursing Community Health Center. Health care is provided by College of Health Professions faculty, students and staff to the students, faculty and staff of the University as well as to the community. The CHC is staffed with highly qualified, culturally competent healthcare providers with varied skills and specialties. Our patient-centered facility provides compassionate care to all our clients. Shavon Darden, the Lead Practitioner and Associate Director, is a Board Certified Family Nurse Practitioner with experience in primary health care.

Valerie Rivera
Certified Clinical Medical Assistant

Starr Mickle
Clinical Coordinator/Billing Specialist

Tia Parker
Medical Office Assistant

Shavon Darden, MSN, CRNP, FNP-BC, RN
Associate Director/Family Nurse Practitioner

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)

Take the quiz by filling in the name from the staff:

1. ______________ enjoys interior decorating.
2. ______________ is a poet.
3. ______________ is currently writing a dissertation on obesity on HBCU campuses.
4. ______________ enjoys singing and has opened at the Apollo.

ANSWERS TO THE QUIZ

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 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) V.
- 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.

To find out more, contact the Office of Financial Aid. www.coppin.edu/financialaid financialaid@coppin.edu (410) 951-3636

Learn more online by visiting www.coppin.edu/maxiecollier

Please contact the College of Health Professions with any questions regarding your status at (410) 951-3970.
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 120 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.
Mentoring: The Most from the Experience
Danita Tolson, RN, MSN, EDD, CI

A mentor is one who is wiser and more experienced who facilitates, supports, guides, and encourages an individual in their learning process to maximize their learning potential in theory and practice (Casey & Clark, 2011). Mentorship is the wiser and more experienced individual partnering with and assisting the novice learner to reach maximal potential (Sullivan & Decker, 2009). CSU College of Health Professions Helene Fuld School of Nursing’s mentorship program, Operation Success Initiative Program (OSIP), was implemented this semester by Professor D. Tolson with assistance of her colleagues, (Professors S. Wood, L. Harvin, A. Jenkins, A. Bell-Hawkins, N. Hart, E. Brice, and V. Robinson), for the undergraduate nursing students. Dr. E. Merrill has implemented the program in the accelerated program. The Mentorship in Nursing Education An Evidence Based Model: OSIP was also presented by Professor D. Tolson, Dr. T. Murray, and Professor L. Belgrave at the Winston Salem Leadership Conference in June 2012. The Operation Success Initiative Program (OSIP) encompasses a mentorship program that serves as a foundation to facilitate students’ transition in the nursing program. “The experience belongs to the student and the facilitator helps the student get the most out of the experience by providing appropriate resources and support for learning” (Muir, 2007). Students who are mentored experience greater levels of satisfaction while enrolled in nursing (Giordana & Wedin, 2010). The retention and graduation rates are higher for students who are mentored. Upon graduation, graduates of the HFSON will be required to meet the requirements associated with clinical reasoning, continued education, research and service. Mentors shall provide academic and professional support.

Faculty believes the learner is self-directed and involved in active learning. Faculty believes education is a collaborative process in which the educator and student have shared responsibilities. Faculty functions by serving as a professional role model and mentor in the classroom, clinical setting, and mentorship program. Faculty believes continual evaluations of the mentorship is essential in being successful in the school of nursing.

The theory the OSIP will be based on is the constructivism theory. Constructivist believe people are active learners and encourages students to learn (Schunk, 2004). The constructivist believes learning follows in a sequence, from basic or primary concepts to more concrete knowledge (Schunk, 2004). The HFSON curriculum begins with the general sciences to foundations of nursing to the senior level courses. Each course and clinical experience builds a foundation on prior knowledge learned (Schunk, 2004). Constructivist believes the theory connects with the practice. In addition, the constructivist believes the instructor/mentor should introduce critical thinking by presenting case studies, class activities, or in the clinical setting, introduce learning from primary to more difficult, assess the students’ point of view related to personal strengths and weakness, assess students’ learning, and adapt and align a curriculum that focuses on achieving the HFSON and board of nursing goals of increased first attempt pass rates on the NCLEX-RN (Schunk, 2004).

Overall, mentoring has shown to be a positive experience and strategy for students to be successful. The mentoring is a strategy for students to be successful in testing, improve retention, increase the graduation rates, and to ultimately be successful on the NCLEX-RN on the first attempt. HFSON will foster the OSIP.

Dr. Tolson has received the excellence in Nursing Care, and the Nursing Instructor Appreciation Award, along with several other awards. She is also a member of several organizations including the Sigma Theta Tau Honor Society and the Mary Mahoney Society.
“Overall, mentoring has shown to be a positive experience and strategy for students to be successful.”
# Recruitment Calendar Spring 2013

## March

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
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<tbody>
<tr>
<td>Hagerstown Community College-Transfer Day</td>
<td>3/4/2013</td>
<td>Hagerstown, MD</td>
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<tr>
<td>Carroll Comm. College-Transfer Day</td>
<td>3/5/2013</td>
<td>Westminster, MD</td>
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<tr>
<td>Frederick Comm. College-Transfer Day</td>
<td>3/6/2013</td>
<td>Frederick, MD</td>
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<tr>
<td>Howard Community College-Transfer Day</td>
<td>3/7/2013</td>
<td>Columbia, MD</td>
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<tr>
<td>CCBC [Essex Campus]-Transfer Day</td>
<td>3/11/2013</td>
<td>Essex, MD</td>
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<tr>
<td>CCBC [Dundalk Campus]-Transfer Day</td>
<td>3/12/2013</td>
<td>Dundalk, MD</td>
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<tr>
<td>HFSON Spring 2011 CAREER FAIR</td>
<td>3/13/2013</td>
<td>HFSON - CSU-Baltimore, MD</td>
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<tr>
<td>Harford Comm. College-Transfer Day</td>
<td>3/13/2013</td>
<td>Bel Air, MD</td>
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<tr>
<td>Baltimore City Comm. College-Transfer Day</td>
<td>3/14/2013</td>
<td>Baltimore, MD</td>
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<tr>
<td>HBCU Summit on Retention</td>
<td>3/14/2013 - 3/16/2013</td>
<td>Ocean City, MD</td>
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<tr>
<td>Cecil College-Transfer Day</td>
<td>3/25/2013</td>
<td>Rising Sun, MD</td>
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<tr>
<td>CCBC [Catonsville Campus]-Transfer Day</td>
<td>3/26/2013</td>
<td>Catonsville, MD</td>
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<tr>
<td>Howard Community College-Health Careers Transfer Day</td>
<td>TBA</td>
<td>Columbia, MD</td>
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## April

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<tr>
<th>Event</th>
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<tr>
<td>CollegeBound Foundation [Baltimore City High Schools] with CSU Main Admissions Office</td>
<td>TBA</td>
<td>Baltimore, MD</td>
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<tr>
<td>Sen. Benjamin Cardin Health Expo</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td>CSU Campus Spring Open House</td>
<td>4/26/2013</td>
<td>TBA</td>
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<tr>
<td>Stevenson University 18th Annual Spring Nursing Conference</td>
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## May

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<th>Event</th>
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<tr>
<td>Baltimore VA Med. Ctr. Education Fair</td>
<td>TBA</td>
<td>Baltimore, MD</td>
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<tr>
<td>Admissions / Honors Program</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td>Northwest Hospital Education Fair</td>
<td>TBA</td>
<td>Randallstown, MD</td>
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A Conversation with HIM Alumni

Basirat Giwa

What year did you graduate from the College of Health Professions?
I graduated from the College of Health Professions December 2011.

What have you been doing in HIM since you graduated?
I got a job at Sinai Hospital of Baltimore in October 2011, two months before my graduation as a Health Information Quality Assurance. On March 26, 2012, I sat for my RHIA exam and I passed. Presently, I am pursuing my Master of Science in Health Administration Informatics at University of Maryland University College (UMUC).

Has it turned out to be what you expected?
Just like anything good in life the beginning is always rough, but I know for sure something great is on its way.

What made you choose HIM?
Just like many HIM students, I was a pre-nursing student at Community College of Baltimore County, Catonsville. In 2009, I gained admission into the CCBC’s RN program; however, that is not what I wanted. I wanted admission into a four-year institution. During my research I found Coppin State University. I came to Coppin and met Professor Zakevia Green. She gave me some literature to read about the HIM profession; and I did my research as well. With prayers, the help of parents and Professor Green I switched my major.

How was your experience here at the College of Health Professions?
I wouldn’t trade my experience at CSU’s College of Health Professions for anything. The professors were like my second parents, and they were always ready to lend a helping hand. There is a good student/professor relationship. My efforts were rewarded in 2010, by being the first student from CSU to win the MDHIMA annual scholarship for 2010/11 academic year. The HIM lab was my second home because I did most of my studying there. I pray that someday I will be able to give back to my second home.

Where do you see the opportunities in the HIM field?
HIM is the foundation for all healthcare professions. Like one of the brochures that was given to me by Professor Green, the HIM profession has 125 job titles and 40 different work settings. With the implementation of ICD10 starting in October 2013 and current migration from paper records to Electronic Health Records (EHR), recent HIM graduates have greater employment opportunities.

What is the next step for you?
The next step for me is to be a successful HIM professional and to get a couple of certifications like Project Management Professional (PMP) and Compliance Auditor. Also, I would like to go back to Nigeria to develop EHR and have a positive impact on current healthcare policies.

What would you advise current HIM students?
They should take each and every assignment seriously and seek help from instructors and former students because they are more knowledgeable. Furthermore, they should maintain professional ethics and be of a good character during their internships because it opens doors to job opportunities. Finally, they should participate in SHIMA activities.

“I wouldn’t trade my experience at CSU’s College of Health Professions for anything. The professors were like my second parents...”
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Why I Give Back?

I give back to the College of Health Professions with my time, talent and financial support. I give because I love my job. I love its mission and I love the students. It is rewarding to know that my efforts help to shape the career of up-and-coming healthcare professionals. I cannot think of a better investment than Coppin State University College of Health Professions.

Bill Best,
Director of The Office of Student Affairs

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