

TOWSON UNIVERSITY DEPARTMENT OF NURSING

Handbook for Graduate Nursing Students

Academic Year 2010-2011

Preface	3
INTRODUCTION	4
GENERAL INFORMATION	4
CAMPUS RESOURCES	5
NURSING FACULTY AND STAFF	6
DEPARTMENT OF NURSING MISSION STATEMENT	7
MASTER OF SCIENCE IN NURSING MISSION STATEMENT	8
STATEMENT OF PHILOSOPHY	10
CONCEPTUAL FRAMEWORK	12
EDUCATIONAL OUTCOMES	17
CURRICULUM OUTLINE	18
GENERAL OVERVIEW OF GRADUATE NURSING COURSES	18
DESCRIPTION OF GRADUATE NURSING COURSES	22
GRADUATE NURSING ADVISING SHEET	24
POLICIES	25
CLASS ATTENDANCE/ABSENCE POLICY	25
HELENE FULD LEARNING RESOURCE CENTER	26
NURSING MAJOR STUDENT REQUIREMENTS	29
HEALTH POLICIES AND PROCEDURES	31
IMMUNIZATION POLICY	31
ANNUAL REQUIREMENTS	34
WRITING STYLE REQUIREMENTS	35
EVALUATION OF STUDENT WRITING	37
PLAGIARISM	38
MAJOR VIOLATIONS OF WRITTEN WORK	39
POLICY FOR EVALUATION OF FORMAL PAPERS	40
ENGLISH DEPARTMENT WRITING SERVICES INFORMATION	41
HONORS AND SCHOLARSHIPS	42
SIGMA THETA TAU	42
GRADUATE NURSING AWARDS	42
GENERAL SCHOLARSHIP INFORMATION	43
GRADUATE ASSISTANTSHIP INFORMATION	43
RESOURCES	44
CAMPUS-WIDE RESOURCES	44
HEALTH CARE INFORMATION	44
TUTORIAL HELP	44
LEARNING LAB/SKILLS LAB	44
ADVISING AND COUNSELING SERVICES	45
NURSING 800: GUIDELINES FOR PRACTICUM	46

PREFACE

The Faculty, Students and Staff of the Department of Nursing welcome you as you progress toward the Master of Science degree with a major in Nursing or a Certificate in Nursing Education. We hope that your experience in the graduate program in Nursing will be a stimulating, challenging and rewarding experience.

The purpose of the *Handbook for Graduate Nursing Students* is to delineate the policies, procedures and protocols adopted by the Department. The *Handbook* also identifies other print and electronic sources of information available on campus that are important and essential for your being an informed student. Please also see the *Towson University Graduate Catalog* (<http://www.towson.edu/main/academics/coursesandcatalogs/graduatecatalog.asp>) for more information regarding academic policies such as leave of absence, appeals' process, and academic integrity. A comprehensive guide to services on campus can be found online at <http://grad.towson.edu/>.

INTRODUCTION

GENERAL INFORMATION

ADDRESS: Department of Nursing
Towson University
8000 York Road
Towson, Maryland 21252-0001

TELEPHONE: 410-704-2068

APPROVED BY: Maryland Board of Nursing

ACCREDITATION: Commission on Collegiate Nursing Education

DEGREE GRANTED: Master of Science, Nursing Major

CERTIFICATE GRANTED: Nursing Education
Clinician to Administrator Transition (CAT)

"PEOPLE IN THE KNOW"

Sheila P. Green, PhD, RN
Academic Chairperson

Kathleen T. Ogle, PhD, RN, FNP-BC
Graduate Program Director

Susan Mayes
Administrative Assistant, Graduate Program

NURSING WEBSITES: <http://grad.towson.edu/program/master/nurs-ms/>
<http://wwwnew.towson.edu/nursing/index.html>
<http://wwwnew.towson.edu/nursing/graduate.html>

BURDICK HALL & CAMPUS RESOURCES

Faculty and administrative offices and classrooms of the Department of Nursing are located in Burdick Hall. In addition to a comprehensive University library (Cook), computer laboratories are available at several locations throughout the campus. Additionally, Burdick Hall houses the Nursing Skills Laboratory (#103 & #107) and the Helene Fuld Learning Resource Center (#106).

Student technology fees support the Helene Fuld Learning Resource Center (classroom/computer lab). The lab hours are posted outside the classroom and on the bulletin board in BU 106 each semester. The lab is equipped with 16 computers and one laser printer for student use. The following programs are available for student use: SPSS and the Microsoft Office Suite (Access, Excel, Front Page, Power Point, and Word). Students using any of the computer labs are required to observe the posted policies.

Faculty members post on their office doors the days and times that they are available for "walk-in" advising. Other appointment times can be arranged with the individual Faculty member. If possible, call before coming to see a Faculty member so that you can be assured of adequate time with the person and so that you will not need to wait if others have made appointments.

New information that needs to be communicated in a timely manner is posted on the bulletin board outside BU 123. It is designated as the *official bulletin board* of the Department of Nursing. Students are strongly encouraged to review this board regularly for timely announcements and registration information. Other bulletin boards for students are in various locations and are designated for the display of information such as scholarship resources and student government (outside of Burdick Room 120).

NURSING FACULTY AND STAFF

Faculty

Dr. Sheila P. Green, Chairperson	BU 134	704-4212
Ms. Nikki Austin	BU 128	704-4208
Ms. Judith E. Breitenbach	Hagerstown Center	240-527-2726
Dr. Christina B. Barrick	BU 143	704-5672
Dr. Joanna S. Basuray	BU 130	704-4210
Dr. Beverley J. Bye	BU 114	704-5315
Dr. Verna Carson	BU 129A	704-4514
Ms. Elizabeth Crusse	BU 121	704-4205
Ms. Mary Sharon Curran	BU 129	704-5314
Ms. Angela Durry	BU 123	704-5575
Ms. Bonnie Fuller	BU 100K	704-2391
Ms. Janet McMahon	Hagerstown Center	
Ms. Lori A. Geier	BU 129	704-5671
Ms. Michelle Kirwan	BU 100J	704-4387
Ms. Nancy M. Hannafin	BU 131	704-5348
Dr. Vicki Kent	BU 145	704-5350
Dr. Mary E. Lashley	BU 116	704-4206
Ms. Kim McCarron	BU 118	704-4207
Ms. Margaret J. McCormick	BU 100	704-5351
Dr. Kathleen Ogle	BU 100B	704-4389
Dr. Regina Phillips	BU 100D	704-4851
Ms. Elizabeth Rudolf	BU 128	704-2513
Ms. Heidi Stone	Hagerstown Center	240-527-2756

Adjunct Faculty

Ms. Nancy Baldwin	Ms. Patsie Griffin	Ms. Cat O'Connor-Devlin	Ms. Mary Ann Welzant
Ms. Suzanne Bonner	Ms. Linda Guntner	Ms. Amanda Owings	Ms. Michelle Willie
Ms. Nicole Brown	Ms. Mindy Haluska	Ms. Barbara Parker	
Ms. Sarah Caro	Dr. Pearl Holland	Ms. Jean Reichert	
Ms. Donna Chattin	Ms. Leah House	Ms. Kimberly Schwartz	
Dr. Catherine Crowley	Ms. Jacquelin Johnson	Ms. Cynthia Smith	
Ms. Loretta F. Dahlem	Ms. Amy Yankolonis	Ms. Dawn Stetka	
Ms. Pat Doyle	Ms. Paula Kowalewski	Ms. Linda Summey	
Ms. Janet Gardner	Ms. Amy Lazarewicz	Ms. Mary Patrice Ulicny	
Ms. Jennifer Goral	Ms. Aimee Mann	Ms. Doris Webb	

Staff

Ms. Ruth Hipkins	BU 136	704-2069
Ms. Brook Necker	BU 105	704-4170
Ms. Sasha Phillips	BU 137B	704-2068
Ms. Susan Mayes	BU 109	704-3532

DEPARTMENT OF NURSING TOWSON UNIVERSITY

MISSION STATEMENT

As a department in a college of health-related professions, nursing offers a professional, accredited program within the context of a scientific foundation and breadth of a liberal education. As a means to fulfilling its part in the University's mission, faculty in the Department of Nursing have identified four specific purposes.

First, the Department will educate students at the baccalaureate level for careers in professional nursing. Excellence in teaching, productive scholarship, and contributions to the nursing profession and the community will be evidenced.

Second, the Department will prepare graduates as generalists in nursing who can assume a broad spectrum of nursing roles in the health field. Upon completion, graduates will be eligible to write the examination for licensure as a registered nurse. Further, they will integrate knowledge, skills, and attitudes to their selected professional practice roles.

Third, the Department will establish a foundation for graduate study in nursing and patterns that can serve as a model for lifelong, self-directed learning. In doing so, it is expected that students will appreciate nursing's past, recognize its present place in health care, and formulate judgments about its role in meeting health needs in the future. Values will be given to continued formal and/or informal learning opportunities beyond the baccalaureate level.

Fourth, the Department will collaborate with the College of Graduate Education and Research in preparing master's graduates as teachers of nursing, administrators, and nursing practice clinicians in community-based settings. Master's level students are expected to practice the tenets of life-long, self-directed learning both within the program and as graduates. Graduates of the master's program are prepared to assess the needs of their communities of interest, review applicable research and theory, and collaborate in developing, implementing, and evaluating solutions within their areas of responsibility.

Reviewed 1999

Amended 2001

Edited 2003, 2006, 2008. 2009

MASTER OF SCIENCE IN NURSING GOALS

The Master of Science degree program in Nursing is in keeping with the University's mission to offer post-baccalaureate programs that serve societal needs. A specific goal of the University is to develop selected graduate programs at the master's and doctoral levels, including applied fields. This program is consistent with this mission.

The focus of Towson's master's program is community-based nursing practice, with options for education or administrative roles. The needs for such a program are addressed in several national studies. Of special note is the Pew Health Professions Commission Report, "Critical Challenges: Revitalizing the Health Professions for the Twenty-First Century" (1995).

Nursing has roots both in the hospital and in the community. Over the past fifty years, its practice has been dominated by nursing service in the hospital. Such service expertise should not be lost; but nursing must recover its roots in the community and with the family and understand the delivery of the care it offers not just through the public health or school based clinic, but in the variety of care delivery settings that will be invented in the community by managed care.

Community-Based Practice is defined as:

Community-based nursing is a philosophy of nursing practice in which the individual and the family have primary responsibility for health care decisions and where health and social issues are acknowledged as interactive (NLN, 1994). Community-based nursing is characterized by an orientation to the individual, family, and aggregate population.

A critical component of community-based nursing is the development of partnerships with clients and an incorporation of culture and community. There is a focus on understanding and using epidemiologic principles to effectively assess and care for all members of the community, including but not limited to vulnerable populations. It is treatment effectiveness and quality of life, rather than the technologic imperative, which drives decisions.

The intent of community-based nursing is to meet the needs of individuals and families where they live, work and go to school and as they move across health care settings. It requires a higher level of autonomy, responsibility and accountability of the nurse at all levels of care in various settings in the community.

Components of community-based nursing include, but are not limited to, self-care, preventive health care, case management, continuity of care, collaborative care, and care within the context of the family and the community. Nurses who deliver community-based care are generalists or specialists in maternal-infant, pediatric, adult, or psychiatric nursing (Stanhope, 2005). Community-based nursing focuses on how nurses practice not where they work.

It is clear that studies indicate that there is a shortage of nurses, especially those at the baccalaureate and masters level. Maryland, as the rest of the nation is experiencing shortages. The American Association of Colleges of Nursing (AACN) released survey data which show that enrollment in entry-level baccalaureate nursing programs increased by 13.0 percent from 2004 to 2005. Entrance to over 88,000 qualified nursing applicants, however was denied due primarily to a shortage of nurse educators. The concern about the number of qualified students turned away from nursing programs is based on the federal government's projection of a shortfall of more than 1 million registered nurses (RNs) by the year 2020 (AACN, Press Release, March, 2008).

While the demand for nurses is climbing steeply, the country's aging population is straining current nursing resources, and shortages are projected to worsen. With the average age of full-time nursing faculty now 51, a wave of retirements is expected to peak in just ten years. The shortage is exacerbated by inadequate numbers of doctoral prepared nursing faculty. Although the doctoral degree should be the appropriate and desirable credential for a nurse educator, only slightly more than 50 percent of nursing faculty in universities and senior colleges hold a doctoral degree (AACN, April 1999).

AACN's vision for programs at the baccalaureate and higher degree levels is a laudable goal and one that can be supported. However, we believe that having all nursing faculty hold a doctoral degree is not reality for today or the foreseeable future. Associate degree programs in nursing that are primarily at the community college level will continue to need faculty prepared with a minimum of a master's degree. Clinical agencies will also continue to need nurse educators for training/education professional and support staff. Therefore, Towson recognizes the reality of the needs of educational and clinical institutions and the workforce, and desires to establish a program option that will help ensure that there are qualified educators to train the future workforce.

Towson's master's program includes an option for students to complete an approved Clinician to Administrator Transition (CAT) certificate program and to transfer those courses as a part of the nursing masters. Thus, students will have the opportunity to have an interdisciplinary, interprofessional learning experience that is imbedded in the framework of an accredited nursing graduate program with a community-based focus.

The Department of Nursing's mission statement (1994) indicates that we "establish a foundation for graduate studies in nursing and develop the skills needed for lifelong self-directed learning." It serves to meet societal community needs while contributing to the University's mission and goals. To further meet societal needs, the Department of Nursing expanded the master's program to Hagerstown, MD. Additionally, the program is presented in a "hybrid" format, where courses are taught partially in a face-to-face, traditional format, and partially online. This format meets the needs of working adults while providing a quality education.

STATEMENT OF PHILOSOPHY

Faculty believe that a human is a unique, holistic, dynamic being with biological, psychological, social, intellectual, and spiritual dimensions. As a holistic being, the human is viewed as an individual, a family member and a part of a community and society. Unique and complex as individuals, humans, as an adaptive system, constantly interact with their internal and external environments. These internal and external environmental forces serve as stressors in promoting continual growth and change through the individual's interaction with, and adaptation to the stressor. Humans have responsibility for personal well being within the context of knowledge, ability and volition. They strive to maintain balance between influencing forces and adaptation processes.

Health is a dynamic multidimensional state of physical, mental, social and spiritual well being and is viewed within the context of reality and individual/group perceptions. Wellness is an active process through which individuals make choices to maximize their potential. Maladaptation in one or more dimensions of the human may result in illness. An individual's position on the wellness-illness continuum, or health status, results from interaction of internal and external forces at any given moment. This state of health affects the human's ability to maintain responsibility to self, family, community and society.

Access to health care is a right. Moreover, all people have the right to participate in decisions about their health. At times, the right to self-determination may be limited to protect the preeminent interests of the individual or society. Humans throughout life develop and use their unique capacities and abilities to maintain and/or restore optimal well being and, when necessary, to prepare for death.

Nursing is both an art and a science. It has an evolving body of specialized knowledge derived from nursing theory, research and practice, as well as, the synthesis of knowledge from related disciplines. Nursing focuses on health promotion, health maintenance, health restoration and care of the dying. Nursing involves critical thinking and is directed to the identification of needs of individuals, families and communities in order to diagnose and treat human responses to actual or potential health problems. (ANA, 1980, p. 9)

The practice of professional nursing, sanctioned by society, includes a leadership role in the changing health care system. Professional nursing practice may be independent, or interdependent with other health disciplines. Nursing, as a science, uses the nursing process to collect, organize and analyze data that in turn serves as a basis for informed judgment relative to planning, implementing and evaluating nursing care. As an art, nursing, a caring profession involves recognition of the unique subjective elements of holistic humans and creatively weaves them into an individualized plan of nursing care.

Education is a dynamic process in which faculty and students share responsibility to develop and expand the students' knowledge. Responsibility is also shared to enhance the students' ability to use that knowledge as a basis for decision-making and subsequent action. Each learner is unique in terms of prior knowledge, education, and life experiences, therefore has individual learning needs. Faculty believes that individual differences of students must be considered in planning educational opportunities. Learning is goal directed, and goal achievement is facilitated by a variety of learning experiences.

The Department of Nursing, in accord with the philosophical tenets and goals of the University, supports learners at the undergraduate level in pursuit of those studies that promote critical thought about human affairs and development of cognitive behaviors and values necessary for responsible citizenship and the practice of professional nursing. Knowledge of the humanities, and physical, biological and social sciences is foundational to baccalaureate nursing education. The professional nursing education component is an ongoing process of integrating concepts and theory of nursing with an understanding of humankind, science and humanities. Nursing students have opportunities to engage in intensive study of nursing as a professional discipline. Development of knowledge and skills common to all professions, such as communication, decision-making/judgments, analysis/critical thinking, research and technical skills (i.e., fostered through classroom and clinical nursing experiences). As students become increasingly aware of the interdependent aspects of human experience and knowledge, they are encouraged to develop an individual philosophy that finds expression in the synthesis of learning into a life of meaning, purpose and commitment.

Graduates of the baccalaureate program are prepared to care for people with diverse cultural and socioeconomic backgrounds in multiple settings, to function in beginning leadership roles, and to be consumers of and participants in nursing research. Recognizing that education is a lifelong endeavor, undergraduate study in the Department of Nursing at Towson University provides students with a foundation for continued professional development, as well as for graduate study in nursing.

Graduate study in the Department of Nursing builds on the tenets of the undergraduate program to prepare students to provide leadership in teaching, administration, and clinical practice in community-based settings. Faculty supports learners in their pursuit of theory and research-based knowledge and practice in specialty areas of their choosing. In keeping with the tenets of adult learning theory, students in the master's program take constraints of the Graduate School guidelines identifying their most effective learning styles, and applying theory and research to critical nursing problems within their communities. Graduates of the master's program are expected to assess the needs of their communities of interest, review applicable research and theory, and collaborate in developing, implementing, and evaluating solutions within their areas of responsibility.

American Nurses Association. (1980). *Nursing: A social policy statement*. Kansas City: Author.
August 1991
Updated 2001

CONCEPTUAL FRAMEWORK

The knowledge and skills needed to practice professional nursing in today's environment and for the future requires a comprehensive, articulated approach to nursing education. To assure adequacy of breadth and depth in curriculum organization, faculty have selected four major concepts to serve as guidelines for sequencing and decision-making, as well as, consistency and unification of the Program. These concepts are developed from beliefs expressed in the Department's philosophy about Education, Human, Health, and Nursing. Within this framework, other specific concepts will be integrated in the teaching and learning of the content and process of professional nursing practice.

Education encompasses the concepts of knowledge and critical thinking, including nursing process and research as significant tools used in nursing practice. It also includes the concept of shared responsibility and self-development. Human defines the client as an individual, a family, and a community or population group. It considers concepts of needs and communication. Health encompasses wellness-illness, environment, and stress, adaptation and change. Nursing includes concepts of caring, professional role and leadership. Further explication of these selected concepts follows.

EDUCATION:

Knowledge is a broad concept that represents different ways of knowing within the cognitive, affective and psychomotor domains. It is the integration of learning from the humanities, sciences, liberal arts and nursing. Students are expected to transfer knowledge to the practice of nursing.

Critical Thinking crosses all disciplines and transcends subject matter. Faculty has adopted the following definition:

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action . . . it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. It entails proficiency in the examination of those structures; or elements of thought implicit in all reasoning: purpose, problem, question-at-issues, assumptions, concepts, empirical grounding, reasoning leading to conclusions, implications and consequences, objections from alternative viewpoints, and frame of reference . . .

Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills and abilities, and 2) the habit, based on intellectual commitment, of using those skills and abilities to guide behavior. It is thus to be contrasted with: 1) the mere acquisition and retention of information or beliefs alone... 2) the mere possession of a set of skills... and; 3) the mere use of those skills...

National Council for Excellence in Critical Thinking Instruction

The nursing process is a dynamic, problem-solving framework for learning and practicing professional nursing. Successful use of the nursing process requires knowledge and critical thinking skills. Interdependent components of the nursing process include assessment, planning, implementation and evaluation. The process is cyclic in nature because evaluation leads to reassessment and modifications.

Research is a systematic investigation that uses critical thinking to answer questions and solve problems. Nursing research contributes to theory development, expands the body of nursing knowledge, and validates nursing practice. The baccalaureate graduate participates in the research process and utilizes research findings.

Shared responsibility for learning and self-development encompasses a commitment on the part of faculty and students to expand the student's knowledge about themselves, nursing, and the health care system. This knowledge is acquired through the use of multiple methods in a variety of settings. Students must be self-directed, active participants in the teaching and learning process, and value the life-long learning necessary to remain current in an ever changing practice arena. Self-development is evident through self-appraisal, self-reflection, and interpersonal interaction.

HUMAN:

A need is an unmet requirement, desire, or want that, if not fulfilled adequately, causes stress and necessitates response. Although each human is a unique being, and all people have the same basic needs, needs may be influenced by culture, age, gender, developmental stage, and socioeconomic level. Needs are ever changing and clients meet their own needs relative to their own priorities. Needs are a response to both external and internal stressors and are present in both wellness and illness. Failure to meet needs results in disequilibrium and may lead to illness. Specific needs common to all individuals are: oxygenation, nutrition, elimination, sexuality, rest and activity, protection, solitude and social interaction, beliefs and values, and personal development. Specific needs common to all families are: structure and roles; communication; decision-making; health; nurturance; family development; beliefs and values; socialization; reproductive control and protection. Needs common to communities are: boundary; communication; safety and protection; health; resources; beliefs and values; solitude and social interaction; and, community growth and development.

Communication, written and oral, is a dynamic process influenced by the biological, psychological, social, spiritual and intellectual capacities of the participants and is basic to the development of an individual and a society. Communication patterns are complex and culturally derived. They support, maintain, and utilize human capacities and strengths. The client's ability to deal with stress by coping and adapting is facilitated through communication and interactive exchange of ideas, thoughts and feelings. These communication abilities foster the development of a therapeutic relationship with a client based on a shared understanding of the meanings of health and illness. Communication skills also allow collegial interaction and multidisciplinary collaboration. Interaction with other professional organizations, community resources, and the political system is essential for client advocacy and effective response to societal influences.

HEALTH

Stress, adaptation and change are necessary for life and are present throughout the lifespan. Stress is a physiological or psycho physiological state that is a universal influence on the human experience. A stressor is an internal or external stimulus or response that may motivate behavior or interfere with optimal well-being. Stress can result in disequilibrium in one or more dimensions of human well-being. Stress may demand a change in the client's situation, condition or environment, requiring adaptation. Adaptation is the adjustment of the client to a state of disequilibrium created by a stressor. Failure to adapt (maladaptation) may result in illness or death. Change is a natural and continuous process, such as growth and development, and may have a positive or negative effect. Stress and change are always present in the internal and external environment, though at varying levels of intensity.

Environment encompasses all forces surrounding the client and includes all of the available resources. Environmental factors can affect any aspect of human health throughout the lifespan. The client is viewed as being in constant interaction with the environment, adapting or maladapting to stressors inherent in a given situation. The interaction of human needs, client characteristics, and environment is an essential consideration in health promotion, health maintenance, health restoration and disease prevention. Nursing practice occurs in a variety of community-based environments, including those that focus on individual client needs and those that focus on the needs of community aggregates.

Wellness-illness encompasses all aspects of human functioning across the lifespan, and is influenced by family, society, environment and culture. Wellness and illness are active processes in which the client is encouraged to assume personal responsibility. Decisions about health are made consciously or unconsciously. Wellness results in physical, psychological, social, spiritual and intellectual well-being that permits clients to maximize their potential. Illness is the state in which the client experiences disequilibrium in one or more dimensions. Illness, adaptation and functional status may be related to the client's inability or decision not to adapt to internal or external stressors.

NURSING

Caring is an essential, core concept to professional nursing practice. Caring is grounded in respect for the uniqueness of individual human life, conditions or situations and the individual meaning of joy, suffering or pain. Caring is that intangible component of the experience that transcends societal barriers, boundaries of race, culture, religion, ethnicity, and class.

The concept of caring connotes concern, comfort, compassion, helpfulness, nurturance and sensitivity. Caring is more than "how to" techniques or procedures. It is also more than thinking, knowing, and acting on scientific and technological knowledge. Competency in the use of scientific and technological knowledge is a tool by which caring is expressed. Caring transforms nursing practice into unique expressions of the therapeutic art of nursing. Caring in nursing focuses on facilitating health promotion, health maintenance, health restoration and/or preparation for death among clients and fellow health professionals.

The professional role of the nurse is multidimensional and complex, and is enacted in a wide variety of community settings. The role of the nurse has been conceptualized as having three main facets: Provider of Care, Coordinator of Care, and Member of a Profession (AACN, 1988). The professional role of the baccalaureate graduate assumes a broad knowledge base in science, nursing, and the humanities, a respect for cultural diversity, a basic knowledge of computers and technology in health care, and an appreciation of the unique individual needs of the client.

In the role of Provider of Care, the nurse utilizes critical thinking, the nursing process, and therapeutic nursing interventions in a needs-based, goal-directed, outcome-oriented manner that includes evaluation of client responses. Therapeutic nursing interventions require a commitment to excellence and caring, and are defined as theory and/or research-based applications of cognitive, psychosocial and psychomotor nursing competencies to client situations, in order to maintain health, promote a higher level of wellness, or facilitate coping with illness or death.

In the role of Coordinator of Care, the nurse provides and plans care for multiple clients with complex needs, and for population aggregates; coordinates human, information, and material resources; collaborates with other members of the health care team and other disciplines to meet client needs; and functions within a variety of health care organizations and settings.

In the role of Member of a Profession, the nurse demonstrates accountability for practice, acts as a client advocate in monitoring and ensuring the quality of health care, values continuing educations, and promotes nursing as a profession.

Knowledge and skills in leadership and management are essential in the role of the professional nurse. Leadership is a creative process of influencing others in specific situations. It is an interpersonal relationship in which the leader facilitates change and goal

achievement by directing and guiding human behavior. Leadership includes deliberative and/or purposive behaviors and strategies relevant to each situation. Effective leadership adopts a set or cluster of behaviors. It is a combination of relating, influencing and decision-making employed to facilitate goal achievement. Management is a broad concept that refers to the deployment of human, information and material resources to both achieve the mission of an organization and accomplish its goals. Management skill utilizes a problem-solving process whereby critical thinking is used to assess, plan, implement, and evaluate key concepts of management: planning, staffing, organizing, directing, controlling, and decision-making.

February 1996

EDUCATIONAL OUTCOMES

Outcomes upon completion of the master's program reflect expectations of the core curriculum as outlined in the Graduate catalog. It is expected that the graduate will be able to:

1. Assume a leadership role in community-based nursing practice by participating in the design, implementation and management of care in a variety of health care systems.
2. Utilize the research process in clinical and administrative decision making to support the provision of excellence in the practice of community-based nursing.
3. Critically analyze and apply a wide range of nursing and related theories to research and clinical practice.
4. Integrate the tenets of nursing theory, values and ethical decision making to nursing practice in a community-based environment.
5. Implement the role of the nursing practice clinician in a community-based health care setting. (Nursing Practice Clinician)
6. Implement the role of the nursing educator in a community-based teaching-learning environment in an academic or health service setting. (Nursing Education)
7. Improve the health care delivery system by providing nursing administrative leadership in community-based nursing practice settings. (Nursing Administration)
8. Synthesize core and concentration concepts integral to the provision of comprehensive community-based nursing practice.

CURRICULUM OVERVIEW FOR M.S. DEGREE IN NURSING

Concentrations:

Nursing Education

Clinician-Administrator Transition (CAT)

Certificate Programs (15 credits):

Nursing Education

Program Description:

The Master of Science degree program in nursing is designed to prepare graduates to assume key roles in the delivery of health care to individuals and families within a community-based nursing practice. In addition to completing the graduate nursing core courses, students will select a concentration for further study: Nursing Education or Clinician-Administrator Transition (CAT).

Graduate certificates, independent from the master's degree program, are available in: Nursing Education and Clinician-Administrator Transition.

Both certificates are independent programs; however, participants will study with students selecting the respective master's degree concentrations. Upon completion of either of the 18-credit certificate programs, students may wish to pursue additional graduate study and apply the credits to the M.S. degree.

The master's program is designed for the student who has a bachelor's degree with a major in nursing and is licensed as a Registered Nurse (RN), or eligible, in the state of Maryland. The program also serves the needs of the part-time student. Most courses are offered on weekday evenings; however, a full time all day cohort program began in 2007. Practicum experiences will be planned with appropriate agencies using a time frame congruent with the goals of the experience and preceptor assignments.

The program focus on community-based nursing is a philosophy of nursing practice in which the individual and the family have primary responsibility for health care decisions and where health and social issues are acknowledged as interactive. It is characterized by an orientation to the individual, family and aggregate population. A critical component of community-based nursing is the development of partnerships with clients and an incorporation of culture and community.

There is a focus on understanding and using epidemiological principles to effectively assess and care for all members of the community, including but not limited to vulnerable populations. Treatment effectiveness and quality of life, rather than the technologic imperative, drive decisions. The intent of community-based nursing is to meet the needs of individuals and families where they live, work and go to school and as they move across health care settings. It requires a higher level of autonomy, responsibility and accountability of the nurse at all levels of care in various settings in the community.

Components of community-based nursing include, but are not limited to self-care, preventative health care, case management, continuity of care, collaborative care and care within the context of the family and the community. Nurses who deliver community-based care are generalists or specialists in maternal-infant, pediatric, adult, or psychiatric nursing. Community-based nursing focuses on how nurses practice not where they work.

All students are required to complete the Graduate Nursing Core. In addition, each student will select a concentration for further study: Nursing Education or, Clinician- Administrator Transition (CAT). Students may elect to pursue a graduate project or thesis, if either activity is consistent with their professional goals.

DEGREE REQUIREMENTS

The master's program in nursing requires successful completion of a minimum of 36 credits. Fifteen of these credits will be determined by the concentration the student selects. All students will complete the graduate nursing core.

Graduate Nursing Core (21-27 credits)

- IDHP 741 Ethical and Legal Issues in Clinical Practice (3)
- NURS 601 Theoretical Foundations of Nursing Practice (3)
- NURS 603 Nursing Research (3)
- NURS 605 Nursing in Health Care Systems (3)
- NURS 700 Community-based Nursing (3)
- NURS 800 Advanced Community-based Nursing Practice (3)
- NURS 851 Nursing Master's Thesis (6) [Optional]

Non-nursing elective-as in graduate catalog (3)

NURS 700 and 800 are capstone courses. Prerequisites or concurrent courses include IDHP 741, NURS 601, 603, and 605.

Concentration A: Nursing Education (15 credits)

Students who desire to teach in a nursing school or work in staff development and education in a health care agency will complete the following courses. With the addition of IDHP 600, these courses constitute the requirements for a Certificate in Nursing Education (15credits). The certificate option may be selected alone, or serve as a component of the master's program.

- NURS 610 Curriculum Development in Nursing (3)
- NURS 612 Teaching and Learning in Nursing (3)
- NURS 710 Evaluation in Nursing Education (3)
- NURS 712 The Adult Learner (3)
- NURS 810 Teaching Practicum (3)

NURS 810 is a capstone course. Prerequisites or concurrent courses include NURS 610, 612, 710, 712.

Concentration B: Clinician-Administrator Transition (CAT) (15 credits)

Students desiring to emphasize administration can complete the CAT certificate program, including the following courses (15 credits):

- IDHP 600 Transitions: Health Professionals in a Changing Environment (3)
- IDHP 605 Managing Health Care Professionals (3)
- IDHP 610 Administration of Health Care Organizations (3)
- IDHP 647 Health Care Financial Management (3)
- IDHP 651 Planning and Marketing Health in Business and Industry (3)

This is either an interdisciplinary graduate certificate program offered by the College of Health Professions or serves as a component of the master's program.

IDHP 610 is a capstone course. Prerequisite or concurrent courses include IDHP 600, 605, 647, and 651.

Optional Thesis (3-6)

NOTE: The 800-level courses are capstone courses, thus students in each concentration have a capstone experience.

Graduate Grading Scale

All Graduate Nursing courses are graded on a +/- scale. The quality points and letter grade assigned to each number grade are listed below. Please see course syllabi for grading criteria for individual courses and assignments.

A	4.00 – 95 to 100
A-	3.67 – 90 to 94.9
B+	3.33 – 85 to 89.9
B	3.00 – 80 to 84.9
C	2.00 – 70 to 79.9
F	0.00 – below 69.9

COURSE DESCRIPTIONS NURSING (NURS)

NURS 510 Spirituality, Health and Nursing Practice (3)

Application of theory and research to spiritual care of diverse client populations across the life span, and development of spiritual self-care plan of the provider. Prerequisites: One clinical course in nursing; RN status; or consent of the instructor.

NURS 523 Crisis and Stress Management (3) An integrated, comprehensive, multi-component approach to crisis intervention in a variety of individuals, groups and settings. Prerequisite: PSYC 101 or HLTH 101.

NURS 594 Travel Study in Nursing (3)

Historical and contemporary sociopolitical factors that guide the delivery of health care to various population groups in other countries. Prerequisite: Permission of the instructor.

NURS 601 Theoretical Foundations of Nursing Practice (3)

Prepares nurses to critically analyze and apply a wide range of nursing and related theories to research and clinical practice in order to develop a comprehensive and holistic approach to care. Prerequisite: Consent of instructor.

NURS 603 Nursing Research (3)

Prepares the nurse to identify clinical problems, critically evaluate nursing research, develop a research design, and apply research in practice. Prerequisites: undergraduate research and/or statistics course and consent of instructor.

NURS 605 Nursing in Health Care Systems (3)

Prepares the nurse to participate in the design, implementation and management of care in a variety of health care systems, provide quality cost-effective care, and assume a leadership role in the managing of human, fiscal, and physical health care resources. Prerequisite: Consent of instructor.

NURS 610 Curriculum Development in Nursing (3)

Overview of theory and methods for the development of nursing educational delivery systems in academic and service settings.

NURS 612 Teaching and Learning in Nursing (3)

Focuses on the application of learning theory and teaching methods in the classroom and clinical environments with a particular emphasis on meeting the needs of diverse student populations. Includes instructional technology and micro-teaching experiences.

NURS 700 Community-Based Nursing (3)

Focuses on application of epidemiological frameworks and concepts in health promotion, environmental health and disease prevention with diverse groups across the life span. Emphasis will be placed on the nursing care of at-risk and vulnerable populations in community-based settings. Prerequisites: NURS 601, 603, 605 & IDHP 741

NURS 710 Evaluation in Nursing Education (3)

Emphasis is placed on the evaluation of student performance, teaching, courses and programs. Assessment measures of learner outcomes, faculty effectiveness and program quality will be explored. Prerequisites: NURS 610, NURS 712

NURS 712 The Adult learner (3)

Introduction to learning in adulthood, including context, development, process and practices.

NURS 800 Advanced Community-Based Nursing Practice (3-6)

A clinical practicum designed to enhance the nurse's previous learning and experiences while fostering the development of new nursing knowledge and skills in community-based settings with diverse populations. Includes a weekly seminar. Prerequisite: NURS 700.

NURS 810 Teaching Practicum (3)

A practicum designed to apply new knowledge and skills in teaching and learning in academic or service settings. Self-assessment of teaching, discussion of the nurse educator role, and exploration of issues related to the teaching-learning environment will occur in weekly seminars. Prerequisites: NURS 610, NURS 612, NURS 710, NURS 712 (may be taken concurrently).

NURS 851 Nursing Masters Thesis (6)

Development and presentation of a scholarly research project that has significance for nursing and provides a capstone experience for the student. Prerequisite: Completion of nursing graduate work. (Optional)

INTERDISCIPLINARY HEALTH PROFESSIONS (IDHP)**IDHP 600 Transitions: Health Care Professionals in a Changing Environment (3)**

Introductory course in CAT program, focused primarily on context and stakeholders of health delivery system, along with leadership and teamwork.

IDHP 741 Ethical and Legal Issues in Clinical Practice (3)

Provides an interdisciplinary exploration of legal and ethical issues in clinical practice, research, administration and teaching. It includes emphases on cultural diversity, truth-telling, informed consent, confidentiality, accountability, reimbursement pressures, new technologies and treatments, end-of-life care, licensure concerns, practice in varied settings and organizational ethics. Prerequisite: Admission into the graduate school

GRADUATE ADVISING

Name: _____

SS#: _____

Address: _____

People Soft ID #: _____

Concentration: _____

Phone Number: _____

Date Enrolled: _____

Email: _____

Graduate Nursing Core	
NURS 601 Theoretical Foundations of Nursing Practice	3
NURS 603 Nursing Research	3
NURS 605 Nursing in Healthcare Systems	3
IDHP 741 Ethical and Legal Issues in Clinical Practice	3
NURS 700 Community-Based Nursing	3
NURS 800 Advanced Community-Based Nursing Practice	3
NURS 898 Nursing Master's Thesis [Optional]	6
Elective	3

Concentration A: Nursing Education	
NURS 610 Curriculum Development in Nursing	3
NURS 612 Teaching and Learning in Nursing	3
NURS 710 Evaluation in Nursing Education	3*
NURS 712 The Adult Learner	3
NURS 810 Teaching Practicum	3*
Concentration B: Clinician-Administrator Transition (CAT)	
IDHP 600 Transitions: Health Professionals in a Changing Environment	3
IDHP 651 Strategic Planning and Marketing in Health Care	3
IDHP 647 Health Care Financial Management	3
IDHP 605 Managing Health Care Organizations	3
IDHP 610 Administration of Health Care Organizations	3

CLASS ATTENDANCE/ABSENCE POLICY
Academic Standards Committee

1. **Students are expected to attend all classes.** Consistent attendance offers the most effective opportunity for students to understand concept, materials, and expectations of those courses in which they are enrolled. Although some courses do not use attendance as a criterion for grading, there are others where in-class participation is an integral part of the course. Examples include, but are not limited to, seminars, practicum, and courses that require public speaking, laboratories, language learning, group discussions, or student teaching. Frequent absences from these types of courses, whether excused or unexcused, may affect the final earned grade.

Faculty who use absences as a factor in grading must explain in the course syllabus what effect even an excused absence might have on the evaluation of a student's work.

2. It is policy of the University to excuse the absences of students for the following reasons:
 - Illness or injury when the student is unable to attend class;
 - Religious observance where the nature of the observance prevents the student from attending class;
 - Participation in University activities at the request of the University authorities (e.g. Intercollegiate Athletics, Forensics Team, Dance Company, etc.);
 - Compelling verifiable circumstances beyond the control of the student.

Students requesting an excused absence must provide documentation to the instructor two weeks prior to the scheduled absence when known in advance, and as soon as possible when not known in advance.

3. Absences that do not fall into any of the categories outlined in item number two are excused. Faculty may set a limit on the number of excused absences.
4. Students who are absent from class are responsible for any missed work, assignments or assessments (e.g. quizzes, tests, papers, etc.). Faculty members are required to allow students with documented excused absences to make up missed work or assignments when this is feasible. When the nature of the assignment makes this impossible, the faculty member should attempt to make a reasonable adjustment of the assignment.

Revised 9/97

HELENE FULD LEARNING RESOURCE CENTER

POLICIES AND PROCEDURES

The Helene Fuld Learning Resource Center (LRC) in Burdick Hall room 106, is available to Nursing and Health Science students and to students enrolled in courses offered by the Nursing and Health Science departments, and the university Computer/classrooms are available to students enrolled in courses offered by the College of Health Professions on a first come, first serve basis when a student monitor, faculty member or staff member is present. These computer labs are supported by technology fees paid by the students enrolled in courses taught by these departments. The funds are limited, so please take care of the equipment. The resources are provided with the assumption that students know how to use them. The lab monitors are always available to assist students to use our resources, but cannot provide one-on-one instruction in their use. Help is available at the Student Computing Service Center <http://wwwnew.towson.edu/adminfinance/ots/scs/> for those who need assistance learning computer skills.

In addition to the “University Guidelines for Responsible Computing”, the following policies apply to the use of the LRC.

Do sign in upon arrival in the LRC. Place the name of each program you used on a separate line. When signing out, estimate the time used for each program. We justify keeping this lab open by demonstrating that it is used for the purposes intended.

The open lab times are posted outside the labs and on the bulletin board in BU 106 each semester.

Do leave your food and drinks in closed containers on the counter near the entrance. Spills can ruin a keyboard or computer system.

Do maintain a library-like setting. Speak softly when working with another student so as not to disturb others working in the lab. Use your radios and other audio equipment outside the lab.

Do follow the instructions of the lab monitors. Their job is to help make this a working environment.

You may borrow manuals that accompany the programs and are intended for student use. If you borrow a student manual, it must be used in the lab, it cannot be removed from the LRC, and you must surrender your Towson University ID card or driver’s license for the period the manual is being used.

If a CD must be inserted in the computer for a program to be used, you must surrender your Towson University ID card or driver’s license for the period the CD is being used. The lab monitor will load and remove the CD or IVD you will be using.

Headphones must be worn when using CD's or interactive video disks (IVD) with sound. No more than two students may occupy one computer station at a time.

If only one copy of a required CD is available, it may be reserved for a period of no more than three to four hours. The lab monitors will have a list of these CD's. Only one copy of an IVD is available.

The following programs are available for student use: SPSS and the Microsoft Office Suite (Access, Excel, FrontPage, PowerPoint, and Word).

Do scan your CD's and/or jump drives for viruses before you do anything else with them. If you do so, you are less likely to have a problem with your data. To scan your materials, click the desktop icon that says "Scan Floppy Disk (or Zip Disk)". We scan the hard drives at least once a day.

Do periodically save your work and your materials to prevent loss of your data (two disks are recommended; one working copy, and one backup copy). Another person may see or copy your work if you leave it on the hard drive. Data files will be removed from the hard drive.

Do print only one copy of course work you have developed while working in the lab. Do not print files from the Internet. Paper and ink are expensive. We do not charge for printing. Material you wish to download should be saved to a disk.

If you have a problem with a computer, notify the lab monitor and change to another computer. Do not try to fix the problem.

Do access your e-mail (other than tiger accounts) by means of the Internet provider's web site. **DO NOT LOAD THE PROGRAM for your Internet provider service.**

Do not load any programs on the computers from either the Internet or disks. This may violate a licensing agreement, which is a federal offense. Licensing agreements are kept on file for the programs loaded on the computers. Additionally, a virus may be loaded on the computer.

Do not attempt to download or install media licensed programs for use in the LRC on other computers.

Do not change any of the settings on the computers. This includes changing the appearance of the screen, adding shortcuts, and changing or adding icons.

Do exit from any program when you have finished using the program including the Internet, e-mail, blackboard, SPSS, and MS Office. Leaving programs open slows down the system for other users; another person may read your e-mail, get into your blackboard account, see, or copy your work.

Do recycle. We can save some trees. The designated container in front of the monitor's desk is for recycling printing or writing paper. Place your trash in the trash containers.

If you left an item in the lab, ask the student monitor to check the lost and found box. We will dispose of unclaimed items at the end of the academic year.

The telephone is available only for the lab monitors to use in emergency situations.

DEPARTMENT OF NURSING STUDENT REQUIREMENTS

Health Insurance

All students enrolled in the Nursing Major are required to carry health insurance which includes emergency room benefits. A University Sickness and Accident Plan is available to all students who are not covered by another individual or group plan. For information about this plan or other services, contact the Dowell Health Center, (410) 704-2466

Cardiopulmonary Resuscitation (CPR)

All students must be prepared to provide a current CPR card from the American Heart Association (*Health Provider Course*) or the American Red Cross (*CPR for the Professional Rescuer*). The course may be taken at a location nearest you as long as it is either given or approved by either of these two organizations. If you wish to take the course at Towson, you will need to call the Health Science Department (410) 704-2388 for the date, time, and place. Students are responsible for maintaining and providing evidence of current CPR certification.

Miscellaneous Requirements

Other evaluation testing, including background and drug screening may be necessary, at the student's expense, to meet specific requirements of clinical agencies.

Students are required to meet the dress code of the clinical agency. Additionally, students must purchase and wear a Towson University name badge. Name badges are available through the following agency:

Student Profiles, Inc.
P.O. Box 5840
Philadelphia, PA 19128

Stephanie Tyrrell
Regional Sales Representative
800-901-3232
E-mail: stprofiles@aol.com

If a picture ID is required by the agency, the Towson One-Card may be placed in a holder with an attachment for clip or pin.

Students are to notify the Department of Nursing of any changes in their health status which may impact on their ability to function in the clinical setting. Faculty has the right to direct a student to leave the clinical setting if they believe that a student is not physically or mentally competent to function safely in the clinical area. The Department of Nursing reserves the right to require an updated physical examination or a psychiatric evaluation if there is evidence that the student may not be physically or mentally competent to function in a clinical setting.

Transportation

Students in the Nursing Major are required to have a current driver's license and to provide their own travel to and from clinical facilities and MUST have access to the independent use of a car on clinical days.

Pagers and/or Cell Phones

Pagers and phones are not permitted in the clinical laboratory or classrooms except under “special” or “necessary” circumstances. Exceptions require faculty approval.

HEALTH POLICIES AND PROCEDURES

Pre-Entrance Health and Immunization Record- Graduate Student

Prior to Nursing 800 or 810, all graduate students are required to submit a Pre-Entrance Health and Immunization Record- Graduate Student, which is completed in its entirety, including proof of freedom from tuberculosis, immunization records, and titers. The form may be completed by the student's health care provider of the Dowell Health Center. The form should be submitted to the Graduate Program Director. The following is Towson University's new immunization policy for all students:

Towson University Immunization Policy

05-01.01 – IMMUNIZATION POLICY

- I. **Policy Statement:** Towson University enforces a mandatory pre-matriculation immunization requirement to reduce the incidence and risk of vaccine-preventable disease in the college community.
- II. **Reason for Policy:** This policy is consistent with the recommendations of the Advisory Committee on Immunization Practices of the U.S. Centers for Disease Control and Prevention, the Maryland Department of Health and Mental Hygiene, and the American College Health Association's Recommendations for Institutional Pre-matriculation Immunizations
- III. **Responsible Executive and Office:**
 Responsible Executive: Vice President for Student Affairs
 Responsible Office: Dowell Health Center
- IV. **Entities Affected by this Policy:** All undergraduate and graduate degree and non-degree students, regardless of credit hours, taking courses on Towson's main campus or any of its satellite facilities (Shady Grove, Southern Maryland Higher Education Center, HEAT, and Hagerstown) are covered under this policy.

Entities Exempted from this Policy: Students taking courses online, overseas, at their place of employment if employment is off-campus, or at any of the city/county schools, are exempt from this policy.
- V. **Procedures:**
 - A. Immunization Requirements
 1. Measles, Mumps, Rubella Immunity

Two doses of MMR vaccine given at least 28 days apart and after 12 months of age.

Acceptable alternative proof of immunity: Positive antibody titer to measles, mumps, and rubella (must submit copy of titer results) OR birth

date before 1957. In the event of an outbreak, those born before 1957 may be required to show titer proof of immunity and, if negative titer, receive one dose MMR.

2. Tetanus, Diphtheria, Pertussis Immunity

History of primary series with DT, DTaP, DTP, or Td.

Entering students must have one booster dose (Td or Tdap) within 10 years of matriculation date. If last Td booster was more than ten years before matriculation date, Tdap should be given in place of Td.

3. Meningococcal Disease (Meningitis)

Who must comply: In accordance with Maryland law, all students living in on-campus housing must be immunized against meningococcal disease or sign a waiver indicating they understand the risks of the disease and decline immunization.

Acceptable vaccine: Quadrivalent meningococcal vaccine (protects against serogroups A, C, Y, and W-135) given within three-five years (depending on vaccine duration) of entry to the University. Both Menactra and Menomune are acceptable quadrivalent vaccines.

4. Tuberculosis Screening

Who must comply: all international students on temporary visa status (regardless of prior BCG inoculation) and all students who have lived outside the U.S. or Canada for six months or longer.

Acceptable TB screening: PPD (Mantoux) intradermal skin test. Tine test not acceptable. PPD must be completed at Towson University or by a U.S. healthcare provider within one year of entry to the University.

If PPD is positive: a negative chest x-ray, performed in the U.S. after the date of the positive PPD, must be documented. A copy of the official report by a chest physician or radiologist is required as proof.

5. Polio

Who must comply: all international students from countries listed by the U.S. Centers for Disease Control and Prevention as endemic for wild poliovirus (currently Afghanistan, Angola, Egypt, Ethiopia, India, Niger, Nigeria, Pakistan, Somalia, Sudan).

Acceptable proof of immunity: three doses IPV or OPV.

B. Documentation

The Towson Health History/Immunization Form, available on the University website, must be completed and returned to the Dowell Health center prior to the student's first semester or summer session in attendance, along with any supportive documentation (chest x-ray report, titer results, etc.). Copies of school immunization records or medical records documenting immunizations are acceptable. Immunization records must be signed by a health care provider.

C. Exemptions from Immunization Requirements

1. Medical exemptions are vaccine-specific and require verification by a healthcare provider of the medical contraindication to a specific vaccine(s).
2. Religious exemptions require completion of a Request for Exemption on the basis of religious beliefs. Form is available at the Dowell Health Center and must be notarized.

In the event of a disease outbreak, students exempted from immunization requirements may be requested by the University, at the direction of public health authorities, to show titer proof of immunity, become immunized, or remain off campus for the duration of the outbreak.

D. Consequences of Non-compliance

Students who fail to comply with the requirements in sections A. and B. above will be blocked from registration. If a temporary waiver is granted for one term, all requirements must be completed before early registration for the subsequent term or registration will be blocked.

Approval Date: Approved by President's Council 1/22/2007

Effective Date: Fall 2007

ANNUAL REQUIREMENTS FOR NURSING STUDENTS

A. Freedom from tuberculosis

Each student will provide proof of freedom from tuberculosis, which is valid for one year. A PPD will be required of all students. Students who have a positive PPD must have one copy of a negative chest x-ray report on file in the Department of Nursing, and an annual written assessment during January, indicating freedom from the symptoms of tuberculosis. The assessment forms are available from the Dowell Health Center. The student's health care provider, the Dowell Health center, or a local health department may perform the PPD or assessment.

B. CPR Certification

Students must provide proof of current certification in CPR (American Heart Association, Health Provider Course) or American Red Cross (Professional Rescuer) to the faculty at the beginning of each clinical course.

C. Universal Precautions

All students are required to attend an annual training session mandated by the Occupational Safety and Health Administration regulations. The sessions will be conducted by the Department of Nursing.

D. Standard Precautions

All students are required to attend an annual training session mandated by Occupational Safety and Health Administration regulations. The sessions will be conducted by the Department of Nursing.

HIPAA: Competency to be completed prior to beginning the practicum and yearly thereafter.

E. The Nursing Department requires immunization for Hep-B and a titer prior to clinical experiences.

Admissions & Continuance Committee
Revised Spring 1997
Approved Faculty Organization
Spring 1997
Revised Spring 2000
Revised 2003

WRITING - STYLE REQUIREMENTS

The Department of Nursing has adopted the American Psychological Association's (APA) publication manual as its standard for style. All students are expected to purchase the latest edition of the APA publication manual (available in the TU Bookstore and at on-line resources). **The Manual is a required text for all of the graduate nursing courses and shall be followed in all written assignments. Please refer to the manual for all questions regarding APA style of documentation.**

In some situations using APA style, the writer may follow specific guidelines dependent upon the purpose of the manuscript. For work completed as part of the nursing major curriculum, the following guidelines shall be followed in all nursing courses:

1. Do not use a *running head*
2. A short title shall be used on the *page header* of every page
3. The manuscript/paper will include *page numbers*, beginning with number 1 on the title page
4. The *cover page* will include: title of the paper, your name, name and number of the course, Towson University, date, and page header with number 1.
5. A full *citation* shall be used the first time in the reference within a paragraph; thereafter, just the author's name is used
6. *Type/font size* shall be 12 cpi
7. The *first page of text* is page number 2 and begins with the title of the paper centered at the top of the page.
8. If you use only one level of *headings*, it is centered on the page. If you use two levels of headings, the first is centered on the page and the second is flush left and underlined. The latter is termed a "level 3" heading.
9. Start *reference list* on a new page. Type references, centered at the top of the page. The reference list only lists references cited in the body of the paper.
10. Indent 5 spaces on the second and consecutive lines of each reference, and double-space all reference entries.

Computers/Word Processing:

Students may use computer facilities on campus to compose (word-process) course papers. Computers for student use are located, among other places, in Linthicum 207 (phone: 410-704-3834), in Cook Library (phone: 410-704-2453), and in the Helene Fuld Computer Lab in Burdick Hall (phone: 410-43690).

All students should purchase the following reference books for writing style:

Hacker, D. (2006). *A writer's reference* (6th ed.) Boston: Bedford/St. Martin's. Strunk, W., and White, E. B. (2007). *The elements of style*. Boston: Allyn & Bacon.

College of Health Professions Writing Support

Writing Support is available through the College of Health Professions. The writing support Graduate Assistant is available in the Burdick Hall Learning Resource Center. She/he can be reached by email: CHPwritingsupp@towson.edu or by phone 410-704-4049 to make appointments for support. Office hours for the GA will be posted each semester.

EVALUATION OF STUDENT WORK

A good proportion--about half or more--of the student's final grade will be based on the quality of her or his writing. Student writing will be evaluated according to the following criteria.

- I. Thought (Content)
 - A. Breadth of Knowledge (may involve research)
 - B. Depth of Understanding
 - C. Clear, logical thinking
 - D. Ability to analyze and synthesize
 - E. Avoidance of stereotyped thinking, such as ethnic slurs and sexist patterns of thought
 - F. Sufficient Development (support for generalizations, hypotheses, conclusions, or proposals)

- II. Purpose and Audience
 - A. Use of writing formats appropriate to discipline (e.g., case studies, lab reports, research articles, etc.). This may involve accurate use of appropriate documentation procedures of the discipline and effective use of direct quotations and paraphrase.
 - B. Ability to adapt writing to appropriate audience and writing situations: analysis of intent or purpose and of reader needs.
 - C. Use of the special vocabulary of the field, while avoiding jargon and overblown language.
 - D. Achievement of clarity and conciseness.

- III. Organization (of whole paper, section, and paragraph)
 - A. Unity (clear thesis, hypothesis, and/or main ideas)
 - B. Focus (subparts, paragraphs, and parts of paragraphs closely linked to main ideas)
 - C. Logical Arrangement of Parts (clear and effective order of presentation)
 - D. Transitions and Coherence (smooth connections from paragraph to paragraph and sentence to sentence)

- IV. Literacy and Style
 - A. Diction: vocabulary, usage, precision, appropriateness, effectiveness, and avoidance of sexist and racist language
 - B. Syntax: correct sentence structure; appropriately varied and effective sentences
 - C. Grammar: acceptable forms of verbs, pronouns, adverbs, and other parts of speech
 - D. Mechanics: spelling, punctuation, capitalization, etc.

PLAGIARISM

Caution: Plagiarism

Whether intentional or unintentional, plagiarism is the unacknowledged use of another's ideas and/or expression. The definition applies equally to borrowing from books and articles, from notes taken in this or other classes, and from the work of other students.

Whenever a writer takes and uses an idea or ideas, specific facts or data, or a phrase or sentence from any of the sources noted--whether directly quoted or paraphrased in his or her own words--he or she must identify the source. Otherwise, the writer may commit a theft for which the penalty is severe: failure for the assignment and possibly failure in the course.

Instructors will clarify their own specific penalties for plagiarism and will suggest ways to **avoid plagiarizing material in their discipline.**

It is a Graduate Program requirement that all students complete the following web-site tutorial and provide the certificate of completion to the Graduate Program Director.

http://www.umuc.edu/ugp/ewp_writingcenter/modules/plagiarism/intro.html

MAJOR VIOLATIONS OF WRITTEN CORRECTNESS

Most teachers of writing--and employers in most career areas--agree that the following are significant violations of established standards of written communication. Therefore, students in advanced writing courses must be able to recognize and avoid these errors in their writing.

1. Illiterate spelling. This category includes homonym confusions such as affect/effect, all ready/already, a/an, its/it's, society's/societies, than/then, there/their, and to/too. It also includes misspellings of basic words like achieve, argument, believe, definitely, describe, existence, precede, proceed, occurrence, receive, separate, similar, truly, villain, writing, and the like, as well as one word-two word confusions such as a lot, where as, and never the less. Finally, it may include certain key words designated by the instructor in the particular discipline under study.

2. Grammatical errors--especially lack of subject-verb agreement; wrong principal part of verb; wrong form of adverb (lacking the "-ly"); unnecessary shifts of tense; wrong case of pronoun; and faulty or unclear reference of pronoun to antecedent.

3. Sentence fragments ("sentences" lacking a subject and/or main verb in an independent clause, such as the following: "Because I wanted him to have it." "Watching her throw the ball repeatedly.").

4. Comma Splices and Run-on Sentences (sentences in which only a comma or no punctuation at all--rather than the needed semi-colon or comma plus conjunction--joins two independent clauses). ("We went outside, it was such a beautiful day we couldn't stay indoors." "We wanted to play nearby, however, we couldn't.").

5. Non-parallel constructions (such as "Spot was large, dark brown, and a mixed-breed mutt"). Elements connected by "and" or in a series should be grammatically parallel. The "Spot" sentence could be corrected "Spot was a large, dark brown, mixed-breed mutt" or "Spot was large, was dark brown, and was a mixed-breed mutt.").

6. Dangling modifiers (such as "Accelerating to ninety miles an hour, a pedestrian walked right in front of the car."). Most dangling modifiers can be corrected by making them modify the subject of the sentence--"Accelerating to ninety miles an hour, the car ran right over a pedestrian"--or by changing the phrase to a clause with a subject and verb--" When the car accelerated to ninety miles an hour, a pedestrian walked right in front of it."

7. Inappropriate diction--inaccurate or immature vocabulary, including words unsuited to the writing assignment's audience or purpose.

POLICY FOR EVALUATION OF FORMAL PAPERS

Formal papers in Nursing courses will be graded according to guidelines developed by course faculty. Students are strongly advised to consult with faculty before a paper is due regarding expectations, format, and the like. Most faculty will provide samples of papers for students to review.

If a student hands in a paper that is deemed unacceptable for expectations of graduate students (i.e. poor grammar, punctuation, sentence structure, incomplete sentences, style, or APA format), the student, after consulting with the faculty, has the option to:

- 1) Accept the grade as received or
- 2) Resubmit the paper on time, making the necessary corrections, additions, and revisions.
- 3) However, the student will only be permitted to attain a maximum grade of 70% on the resubmitted paper.

Rationale: Students have the option of requesting additional guidance and direction with the preparation of written papers. Students are strongly urged to utilize the Writing Center well in advance of the paper's due date, especially in the first semester of the program. If the student fails to take advantage of this assistance and the work is not acceptable, this policy can enhance the student's learning opportunity without jeopardizing the integrity of other student's work.

POLICY PERTAINING TO APPEAL PROCEDURE IN THE NURSING MAJOR

Students who feel they have been treated unjustly in regard to their academic performance are entitled to appeal for an impartial review and reconsideration of their achievement.

Procedures to be followed in such circumstances are given below:

1. The student should first confer with the faculty member or members involved in the course.
2. If the student is not satisfied with the resolution, he or she should then confer with the Graduate Program Director.
3. If the student is not satisfied with the resolution, he or she should then confer with the Chairperson of the Department of Nursing.
4. If the student is not satisfied with the resolution at the Department level, he or she should follow the Appeal Procedure as outlined in the Graduate Catalog.

ENGLISH DEPARTMENT WRITING SERVICE

Writing Lab

<http://www.towson.edu/writinglab/index.asp>

308 Linthicum Hall

410-704-3426

Hours: M-F, 9 a.m. – 3 p.m.

Director: Dr. Deborah Shaller

tuwritinglab@gmail.com

Provides tutoring for writers at all stages of the writing process and in all courses within the University.

Writing Support

<http://wwwnew.towson.edu/writingsupportprogram/>

201 B Linthicum Hall

410-704-2857

Hours: M-F 9 a.m.-3 p.m.

Director: Margaret L. Benner

benner@towson.edu

Assists native English students with sentence-level and grammar skills (ENG 251/ENG 350).

Online Writing Support

<http://wwwnew.towson.edu/ows/>

201 B Linthicum Hall

410-704-2857

Director: Margaret L. Benner

benner@towson.edu

Provides on-line assistance and interactive exercises for grammar punctuation skills.

The Writing Program's Computer Lab

<http://wwwnew.towson.edu/cla/Computer%20Labs/Writing%20Program%20Lab/>

207 Linthicum Hall

410-704-3426

Hours: M-T 8 a.m.- 9 p.m., F 8 a.m.- 3 p.m., Sat CLOSED, Sun 2 p.m. – 5 p.m.

Director: James Hardin

cla@towson.edu

Provides students with computer software for writing-skills analysis/improvement.

English Language Center

<http://www.towson.edu/elc/>

Suite 331 Enrollment Services Building

410-704-2552

Hours: M-F, time varies (sign-up sheet on the door)

Director: Lynda R. Mermell

Assists students, whom English is a second language, with sentence-level and paragraph/essay-level skills.

HONORS AND SCHOLARSHIPS

Sigma Theta Tau International Honor Society of Nursing:

Sigma Theta Tau International is an organization of nurse leaders, scholars and researchers. Membership in the society is by invitation. The Society's mission statement is as follows:

Sigma Theta Tau International is committed to fostering excellence, scholarship and leadership in nursing to improve health care worldwide. The society promotes the use of nursing research in health care delivery and makes its resources available to all people and institutions interested in the latest knowledge in nursing care.

At Towson University, the Sigma Theta Tau International Chapter is Iota Epsilon. In order to be nominated for this honor, academic records are evaluated once the graduate student has completed one-fourth of the program with a minimum Grade Point Average of 3.5 on a 4.0 scale. Once approved for membership, an induction ceremony is held for new members. Currently the induction fee is about \$60.00 which includes dues for one year to the local chapter and the international society. A key, charm or pin of the Society is also available for purchase. Sigma Theta Tau International encourages and actively supports further professional development and promotes nursing scholarship, leadership, creativity and commitment among its members.

GRADUATE NURSING AWARDS

Outstanding Graduate Practice Award:

The graduate student demonstrates outstanding achievement in a comprehensive, creative project or initiative in a community-based health care setting.

Graduate Scholastic Achievement Award:

The graduate student who demonstrates the highest cumulative grade point average (GPA) in the graduating class.

SCHOLARSHIPS AND LOANS

Students may check with the Financial Aid Office for information about scholarships and loans during the academic year. The Department of Nursing's Student Affairs Committee posts notices of available scholarship and loans on the student bulletin board outside of Burdick Room 120. Information is also posted on the Department's Website (<http://wwwnew.towson.edu/nursing/scholarships.html>). Contact a Student Affairs Committee member for further information.

GENERAL SCHOLARSHIP INFORMATION

Students are encouraged to read the scholarship bulletin board for other scholarships available. From time to time organizations send announcements and applications for scholarships to the Department of Nursing.

Students are also encouraged to contact area hospitals for scholarship information. Many area hospitals provide scholarships to students currently enrolled in the Nursing major. Most require that the student be employed by the hospital upon graduation.

State Scholarships and Grants

The state of Maryland offers scholarships and grants based on financial need, academic major, merit, or a combination of these factors. Legal Maryland residents apply using the FAFSA or the Renewal FAFSA. The deadline is March 1.

GRADUATE ASSISTANTSHIPS

The Graduate School offers a limited number of graduate assistantships each year to qualified admitted or enrolled students. The stipends for these assistantships vary according to the number of hours worked and the length of employment (from two to twelve months). Full-time assistants (20 hours per week) receive a 12-credit tuition waiver per semester plus a stipend of \$5,000 each semester. Half-time assistants (10 hours per week) receive a 6-credit tuition waiver per semester plus \$2,500 each semester. There are also a limited number of graduate teaching and research assistantships in certain programs as well as external assistantships.

Most departments make their selections from the pool of applicants in late spring. Applicants are encouraged to submit their application in early spring or several months in advance of the beginning of the semester for which they are applying. Interested applicants may obtain more information and an application by calling 410-704-2077 or on the Web at wwwnew.towson.edu/grad.

RESOURCES

CAMPUS-WIDE RESOURCES

Advising services are available throughout the University. Services include the Learning Center, Tutorial Services Center, Minority Affairs, Commuter Affairs, and International Student Advising. Refer to *Compass: Student handbook* and *Transitions: A guidebook for adult students at Towson University* for a more complete list of resources.

HEALTH CARE INFORMATION

There are substantial numbers of health care information resources. On-campus sources include the Albert S. Cook Library. Most of the major hospital facilities/agencies are equipped with a medical library which is generally accessible to students upon request. Other sources of information include visiting career fairs, health fairs and writing/contacting the various associations for information.

TUTORIAL HELP

Students who require assistance should approach the instructor of the course. The instructor can either provide the needed help or refer the student to the Learning Center, Writing Lab, or the Tutorial Center. A course instructor will provide a referral to the appropriate center.

LEARNING LAB/SKILLS LAB

The Nursing Skills Laboratory is located in Burdick Hall 107; the scheduled hours of operation are posted on the Lab door. The purpose of Lab utilization is to insure safe student performance of selected psychomotor nursing skills necessary for client situations in order to maintain health, promote a higher level of wellness or facilitate coping with illness or death. As an additional learning resource, nursing Faculty and student preceptors are available in the learning Lab, outside of class time, to supervise students' practice of nursing skills. The Helene Fuld Learning Resource Center is located in Burdick Hall, room 106. A video viewing area is also located in Burdick Hall, room 109. The scheduled hours of operation are posted on the Center's door. The purpose of the Center and policies regarding its use are referred to earlier in this text. A nursing skills lab, computer lab, and library resources are also located in the Hagerstown Campus.

ADVISING AND COUNSELING SERVICES

The University offers services to meet student needs in the areas of academic advising, career guidance, and personal counseling. **Graduate students are assigned to the Graduate Program Director for advising.**

The counseling center at Glen Esk includes a professional and trained staff that provides both individual and group counseling and exists to support and enhance student development in academic, social, vocational, and personal areas. An anonymous self-help information and referral service ("Cope Line") features recorded messages covering a broad spectrum of health concerns, consumer issues, life skills, parenting, sexuality, alcohol & drug, and TU information.

The University Academic Advising Center offers advice in fulfilling University requirements, choosing courses and electives, learning about academic standards, and special credit load permits.

The Career Services Center offers occupational services for all students including seniors, graduate students, and alumni. Services include seminars and workshops and career programs and advising.

The Dowell Health Center offers services and advising to students in the realm of health care and safety. Other advising services include the Learning Center, Tutorial Services Center, Minority Affairs, Commuter Affairs, and International Student Advising.