January 9, 2007

MEMORANDUM

TO: Charles E. Mason, Professor
         Faculty Senate Graduate Studies Committee Chair

FROM: Joanne Marra
         Graduate Program Secretary, 831-8386

Re: School of Nursing Graduate Policy Document

The changes we made are not substantive enough to warrant submitting to the Faculty Senate. We are simply reflecting what changes have already been made. Below I have listed where the changes occurred.

Pg. 18 Neonatal Nurse Practitioner Program was added last year.
Pg. 19 Requirements for Clinical/Practicum Courses - #'s 8 & 9 added last year. Statements pertain to drug testing, criminal background check required by the facility where the clinical is arranged. These statements are required by our clinical agencies. These policies are frequently changed by clinical agencies and program policy statement will be continually changed to reflect these changes.
Pg. 33 NURS667 Issues in School Health – New course number to be NURS600
Pg. 31 NURS616 Primary Care in Community Health – remove NURS620 as a pre-req/co-req
Pg. 31 NURS620 Advanced Health Assessment – make NURS604 Advanced Practice Roles a pre- or co-requisite for NURS620.
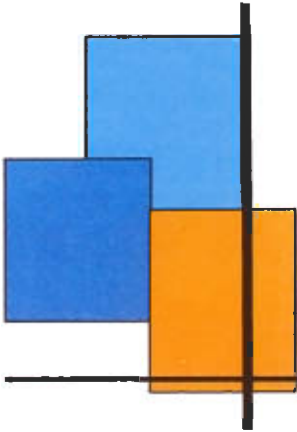
GRADUATE PROGRAMS

University of Delaware

School of Nursing

Program Policy Statement

2006-2007

Master of Science in Nursing

Master of Science in Health Service Administration

Post Master's Certificate

Dr. Betty Paulanka
Dean, College of Health Sciences

Dr. Bethany Hall-Long
Interim Director, School of Nursing

School of Nursing Graduate Program Policy Manual
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School of Nursing

<u>**Philosophy**</u>

The School of Nursing derives the general principles of its philosophy from the philosophy and functions of the University of Delaware. The faculty of the School of Nursing is responsible for implementing the nursing education component of the three University functions of teaching, research, and service.

The faculty views human beings as biopsychosociocultural systems that have all the properties of open systems. Human beings possess universal needs which influence their capacity for intellectual, emotional, social, and humanistic accomplishments. As they interact with the environment, human beings make choices and decisions that influence need satisfaction.

A society is an organization of individuals and groups that, through interactions, form communities of various sizes and descriptions. Societies are dynamic in nature and culturally diverse. Societies assure that the needs of their members are met. Individuals, families, and communities develop social roles, identities, and values through opportunities provided by the society in which they live.

Because humans are integrated beings, health embodies biological, psychological, social, economic, cultural, and sociocultural dimensions. Health is a state of being that fluctuates between varying degrees of wellness and illness. When human needs are altered, varying levels of equilibrium within health may result. If self-regulatory processes fail to maintain or restore wellness, individuals may become functionally inadequate and unable to develop or survive.

Nursing, as a profession, is an essential component of the healthcare delivery system. Nursing is based on a rapidly expanding body of scientific knowledge and skills that promotes the achievement, maintenance, or enhancement of dynamic equilibrium across the lifespan. Through the nursing process and nursing research, nurses use the scientific method to advance knowledge and practice in the discipline.

The faculty of the School of Nursing believes that a major goal of education is to develop socially responsible individuals who can think critically, logically, and creatively. The educational system promotes the intellectual, emotional, and social growth of each individual. The goal of the educational process in nursing is students' internalization of values and beliefs consistent with the roles of professional nurses. An environment conducive to effective learning is one in which learners and teachers share mutual goals, mutual effort, and mutual respect for individual and cultural differences. Educational outcomes of the teaching/learning process are best achieved when learners are active participants and teachers are role models and facilitators.

Baccalaureate education in nursing prepares learners with diverse educational backgrounds for the first level of professional nursing, the generalist level. Through systematic and sequential experiences, baccalaureate students learn to use critical thinking and make independent judgments, to integrate nursing theory and nursing practice, and to provide comprehensive nursing care to individuals and families in a variety of settings. As professional nurses, baccalaureate graduates evaluate current practices, define ways of improving the quality of professional nursing practice, and use research findings in describing, evaluating, and improving practice. As generalists, professional nurses deliver direct nursing care and are prepared to assume leadership responsibilities in guiding and directing others in the provision of nursing care. In addition, professional nurses collaborate with colleagues and other health professionals in healthcare delivery. In an ever changing society, baccalaureate nurses participate in defining the emerging roles of professional practice.

Graduate education in nursing builds on theories and practices acquired at the baccalaureate level and provides the basis for doctoral study in nursing. Graduate education socializes learners to advanced nursing roles. Nurses in advanced roles influence the quality of nursing practice and the direction of healthcare delivery. As nursing specialists, administrators, and/or nurse practitioners, they function independently and interdependently with peers and members of other healthcare disciplines in direct and indirect care of individuals, families, and community groups. In addition, these nurses are capable of generating scholarly activity and of defining, developing, and adapting to present and emerging advanced roles in nursing. They serve as leaders in professional, civic, and/or community organizations and may be actively involved in political/legislative arenas.

In addition to providing opportunities for formal, degree-granting programs, the faculty of the School of Nursing is committed to providing ongoing education for nurses in conjunction with the University Division of Continuing Education. The faculty believes that life-long learning is a means for achieving a satisfying and productive life and is of paramount importance in the delivery of safe, effective, and efficient healthcare.

Approved by Faculty of the College of Nursing
9/13/94
Revised: JS:sg 9/97

Organizational Framework

The curricula of the School of Nursing are based on the College philosophy and organizational framework. The framework was developed by the faculty as a tool that provides a method of organizing learning experiences to promote an understanding of clients and their interactions with their environment.

Further, this organizational framework represents the faculty's beliefs about nursing and provides a frame of reference for situations that lend themselves to theory testing. The ultimate goal of the organizational framework is to assist the student to implement professional nursing practice.

The organizational framework of both undergraduate and graduate curricula is built on four major concepts: clients, environment, health, and nursing. These are interactive and open systems.

A system is an organized unit with a set of components that mutually react. The system acts as a whole. Systems may be open or closed. Open systems must interact through the exchange of information, energy, and material to maintain a state of dynamic equilibrium. The client (individual, family, and community) openly interacts with the environment. The nurse promotes client health and environmental interaction by providing energy and feedback to the system.

Concepts and Subconcepts

Clients are individuals, families, groups, communities, and populations with biopsychosociocultural dimensions. Client systems are interdependent yet have definable structures, relationships, and boundaries.

> Biopsychosociocultural dimensions refer to clients biological, psychological, and sociocultural components of health across the lifespan.

Environment is the setting in which nursing occurs and the dynamic surroundings of the client, including the physical, psychological, social, ecological, and cultural contexts.

Health is a state of being that fluctuates between varying degrees of wellness and illness. Health embodies the subconcepts of promotion, prevention, restoration, and maintenance.

> Health Promotion: Is the process of assisting clients to enhance well-being through behaviors that promote health and maximize potential.

> Disease Prevention: Is the process of protecting clients from disease, illness, and injury. The specific levels are classified as: primary, secondary, and tertiary. Primary prevention involves stopping the development or occurrence of disease, illness, or injury. Secondary prevention focuses on the early detection and treatment of disease or illness. Tertiary prevention involves rehabilitation to limit excess disability, complications, and/or death.

Health Restoration: The process of assisting clients to return to an optimal state of health.

Health Maintenance: The process of preserving an optimal level of health.

Nursing is a profession that promotes health with clients. Nursing includes the following roles: caregiver, critical thinker/problem solver, researcher, advocate, teacher, collaborator, and leader.

Caregiver: In this role, the bachelor's prepared nurse provides safe, competent, culturally sensitive care.

The master's prepared caregiver is an expert clinician who provides, guides, directs and evaluates the nursing care delivered to the individual, family, and community.

Critical thinker/problem solver: The nurse as a critical thinker engages in a deliberative process of analysis, synthesis, and evaluation of facts, theories, principles, and interpretations. In this role, the nurse organizes experiences, creatively approaches problems, and gives explanations.

Researcher: The bachelor's prepared nurse is a research consumer. In this role, the content, method, and applicability of research findings are applied to practice.

The master's prepared researcher identifies current reasearchable problems, collaborates in research, and evaluates and implements research findings that have an impact on nursing and healthcare.

Advocate: The nurse provides for the protection of client rights. The nurse also secures care for all clients based on the belief that clients have the right to make informed decisions about their own health.

Teacher: The nurse as teacher promotes health-related learning through formal and informal activities/interactions with clients.

Collaborator: Establishes relationships with clients, families, healthcare providers, and members of other disciplines. In this role, the nurse coordinates services to facilitate health.

The master's prepared nurse collaborates in interdisciplinary efforts to provide healthcare and improve healthcare delivery systems at local, state, and/or national levels.

Leader: The bachelor's prepared nurse as a leader guides change, strategically manages, employs vision, and provides motivation for clients and staff in all environments, including health systems, communities, and the political arena.

The master's prepared nurse leader defines, develops, and implements current and emerging nursing roles and interprets and promotes professional nursing and healthcare to members of the professions, other disciplines, consumers, and legislators.

SCHOOL OF NURSING: GRADUATE EDUCATION BELIEFS

The School of Nursing faculty believes that the program leading to a master of science in nursing

1. Builds on the theories and practices acquired in the educational program leading to the first professional degree in nursing and provides a basis for doctoral study in nursing.

2. Prepares clinical nurse specialist, nurse administrators, and nurse practitioners who accept accountability for actions as leaders in influencing the quality of nursing practice and the direction of the healthcare delivery system.

3. Focuses on concepts of advanced nursing practice specific to chosen area of specialization as well as key concepts applicable to all of nursing.

4. Emphasizes the independent functions of nursing while recognizing the appropriateness and need for collaboration in achieving the health goals of individuals, families, and communities.

5. Promotes conceptualization, hypothesis formation, theory testing, operationalization of theory in practice, and communication of findings both within and outside the nursing profession.

6. Prepares graduates to practice in a variety of roles and settings with particular focus on expanding roles.

The School of Nursing faculty believes that graduate students in nursing who have diverse educational backgrounds and experiences

1. Are highly motivated to pursue advanced study in a chosen area of specialization.

2. Are self-directed and capable of formulating their objectives to meet required goals of functioning independently and interdependently and of monitoring their own progress.

3. Are prepared to learn to analyze, synthesize, and integrate concepts basic to developing expertise in specialty areas, research competency, and new roles.

4. Are aware of the changing nature of professional nursing practice and of their obligation to participate in activities in professional and academic communities.

The School of Nursing faculty believes that both faculty and students

1. Share responsibility for maintaining a climate conducive to learning.

2. Are active participants in the teaching-learning process.

3. Have mutual respect for the unique qualities of students and teachers.

4. Are committed to sharing expert skills and knowledge in professional nursing practice.

The School of Nursing faculty believes that it has a responsibility to prepare nurse practitioners and clinical nurse specialists with expertise as clinicians and nurse administrators with a variety of management skills; all students receive knowledge in scientific inquiry. The faculty views clinical nurse specialists, nurse practitioners, and nurse administrators as leaders in nursing who

1. Influence the quality of nursing practice and the direction of the healthcare system.

2. Function independently and interdependently with peers and members of other healthcare disciplines in direct and indirect care of individuals, families, and community groups.

3. Formulate research problems and engage in research studies.

4. Define, develop, describe, and adapt to present and emerging roles in nursing.

5. May serve as monitors of healthcare delivery and planners of health programs.

6. Participate in professional organizations to effect changes in the profession.

7. Review current policies in the healthcare system and contribute to change using appropriate political and legislative channels.

Program Outcomes

Students who complete the master of science in nursing program will have developed the ability to practice as clinical nurse specialists, nurse practitioners, or nurse administrators in a variety of healthcare settings. They will demonstrate the following behaviors.

1.   Evaluate theories and concepts drawn from nursing, the arts and humanities, and the biological, social, and physical sciences as the basis for practice as clinical nurse specialists, nurse practitioners, or nurse administrators.

2.   Analyze the influence of value systems and ethnicity on healthcare practices, healthcare systems, and the roles of clinical nurse specialists, nurse practitioners, or nurse administrators.

3.   Demonstrate competence as a clinical nurse specialist, nurse practitioner, or nurse administrator.

4.   Collaborate in interdisciplinary efforts to provide health care and improve healthcare delivery systems to local, state, and/or national levels.

5.   Assume leadership in interpreting and promoting professional nursing to other members of the profession, other disciplines, consumers, and legislators.

6.   Provide leadership in defining, developing, and implementing current and emerging nursing roles.

7.   Develop proposals for studies or projects that can contribute to the expansion of nursing knowledge and practice.

8.   Demonstrate ethical decision making and professional accountability as a clinical nurse specialist, nurse practitioner, or nurse administrator.

9.   Advocate for health legislation at local, regional, and/or national levels.

GENERAL INFORMATION

Admission Requirements – MSN

To be considered for admission, applicants must have a baccalaureate degree in nursing from an NLNAC or CCNE accredited school of nursing. The Committee evaluates applicants on the following criteria:
- Satisfactory performance in undergraduate academic work as well as in upper-division nursing courses
- Three satisfactory academic and/or professional references
- Licensure as a registered nurse in Delaware, a compact state, or the state where clinical practice is to be arranged
- An interview with faculty from the graduate program
- One year of recent clinical experience in a related specialty area prior to starting clinical courses for the NP concentrations; one year management experience in a health-related field or three years experience in a professional health-related practice for health services administration
- For international students, a minimum score of 600 for the paper test and 250 for the computer based test is required on the Test of English as a Foreign Language.

Admission Requirements – MS Health Services Administration (HSAD)

To be considered for admission, applicants must have completed a Bachelor's degree in a health-related field such as nutrition/dietetics, sports medicine/exercise science, physical therapy, occupational therapy, public policy, information sciences, health education, or health promotion and wellness. The Committee evaluates applicants on the following criteria:
- Completion of one year of management experience in a health-related field or three years experience in a professional health-related practice
- Satisfactory performance in undergraduate academic work as well as in upper-division major courses
- Three satisfactory academic and/or professional recommendations
- Submission of a personal statement concerning goals related to health services administration
- Interview with faculty from the graduate program
- For international students, a minimum score of 600 for the paper test and 250 for the computer based test is required on the Test of English as a Foreign Language.

Advisement - Each student receives personalized advisement by a faculty member knowledgeable about graduate education at the University of Delaware. An academic advisor is assigned by the Director of the School of Nursing at the time of admission.

Communication

E-mail – All students are assigned a UD e-mail address. Faculty and staff will communicate using the UD e-mail address only (not personal e-mail address). The University has set up a method to easily arrange to forward your university e-mail to your personal e-mail (AOL, Hotmail, Comcast, etc.).

To forward your UD e-mail to your personal e-mail, go to http://www.udel.edu/help. You only need to complete this process one time. If you have any questions contact the University HELP Center at 831-6000.

Mail file - Graduate students have individual file folders with their name in an unlocked filing cabinet in the Mailroom on the third floor of McDowell Hall. This folder is used to distribute information about department policies and activities, for notes from faculty, for returning course work, etc. Students should check their mail file every time they are in the building.

Faculty have voice mail and e-mail. Students may leave a message and the faculty member will return calls or messages as soon as possible. If students need to speak to someone immediately, they can call 831-1253 between the hours of 8:00 A.M. and 4:30 P.M.

Students must make sure that their current correct name, home address, e-mail address, and home and work telephone number(s) are on file at all times **in the graduate office of the School of Nursing** so that they can be reached as needed.

Registration - All registration for graduate NURS and HSAD courses need permission from the School of Nursing before registration. This is done by contacting the graduate program secretary either by phone (302) 831-8386, e-mail UD-gradnursing@udel.edu, or in person. After permission is granted, students wanting to register for distance courses complete the registration through the UD Online Office of Continuing Education. Their website (see web sites of interest) has useful information about registration forms, etc.

Students are required to register during pre-registration for required core and clinical courses to assure placement.

Course Sequence Plan – All students need to make sure the department graduate office has an up-to-date academic plan of study on file. A plan may be developed at the time of the student's interview and should be updated at the time of admission, if necessary, or anytime a change is made with the student's assigned academic advisor. This helps the School plan courses and helps students anticipate their needs in arranging work schedules, childcare, travel, etc. Some courses have co- or prerequisites that must be considered in the plan sequence.

Thesis or Scholarly Project Advisor
    Academic advisors may also be thesis or research project advisors or students may
    choose another faculty member with whom to work for this component of the
    program.

Theses/Projects - Past theses and projects are available to be borrowed from the School
    of Nursing graduate office in McDowell Hall.

Clinical Courses
    Clinical experiences may be arranged close to a student's home or work. Some travel
    may be required. Effort is always made to arrange clinical sites that are convenient.

Name Tags – All students need to wear name tags while in the clinical setting. These
    name tags can be purchased from the University Bookstore. The tags should contain
    the student's name and credentials, Graduate Program, University of Delaware.

Student I.D. Cards – All students must carry a valid UD#1 CARD (identification card).
    New and replacement cards can be obtained at the Student Services Building on Lovett
    Avenue, weekdays from 8:30-5:00, phone (302) 831-2759. Lost/stolen cards should
    be reported immediately, 24 hours a day, by dialing (302) UD#1 CARD (831-2273).
    For more information, visit www.udel.edu/Registrar/ud1card.html

Parking Permits - Commuting graduate students may purchase a red or gold permit
    regardless of their off campus address. Purchasing your permit for the full year is more
    cost effective than purchasing for shorter time frames. Students must be registered
    and have a pin number to register for a parking permit. To access an *Online
    application* for a parking permit, go to www.udel.edu/publicsafety/students.html. For
    fees, go to www.udel.edu/publicsafety/studentpermits.htm. Public Safety is located at
    413 Academy Street, phone (302) 831-1184, e-mail parking@udel.edu.

Writing Center - The Writing Center is available to assist students with the technical
    aspects of preparing formal expository and scientific papers. Staff members at the
    center are most willing to assist students who have writing problems to improve their
    scholarly communications. The Writing Center is located in 016 Memorial Hall. The
    phone number is 831-1168.

Financial Support
    Financial support in the form of traineeships, grants, or teaching assistantships is
    usually limited to full-time nursing students. Funding is available for part-time
    students in the last two semesters of study. Limited additional specialty-related funds
    are available through the Office of the Director of the School of Nursing .
    Requirements are subject to change.

Full-Time and Part-Time Status
Students enrolled in at least 9 graduate (500 level or above) credit hours or in sustaining credit are considered full-time students. Those enrolled for fewer than 9 graduate credit hours are considered part-time students, although students holding assistantships are considered full-time with six credits. Generally, a maximum load is 12 graduate credit hours; however, additional credit hours may be taken with the approval of the student's adviser and the Office of Graduate Studies. A maximum course load in either summer or winter session is 7 credit hours.

Grade Reporting
At the end of each term, grades are reported to students electronically. Reports of grades are available via UDPhone (837-4663) and through SIS+ personal access website.

Safety
All students taking on-campus graduate course(s) for the first time will be asked to complete the New Graduate Student Safety Orientation.

All graduate students must receive initial training and then annual training in handling bloodborne pathogens, chemical hygiene, and radiation safety. This training will be done annually in clinical courses ensuring that all students receive this training. (see Safety Training Outline)

All graduate students will receive Health Insurance Portability and Accountability Act (HIPAA) informational sheet in NURS/HSAD604 Advanced Practice Roles for Health Care Providers and will receive the HIPAA training handbook in NURS620 Advanced Health Assessment.

DEGREE OFFERINGS

MSN – Master of Science in Nursing
MS – Master of Science

Specialties
CNS – Clinical Nurse Specialist
      NC – Nursing of Children
      AH – Adult Health
      PSYCH – Psychiatric
FNP – Family Nurse Practitioner
ANP – Adult Nurse Practitioner
NNP – Neonatal Nurse Practitioner
HSAD – Health Services Administration

REQUIREMENTS FOR THE MSN DEGREE

MSN students complete the following credit hours of graduate study: CNS 34 credit hours (37 with thesis); FNP 43 credit hours (46 with thesis); ANP 40 (43 with thesis); HSAD 37 credit hours. Core courses are listed below:

    CNS & NP Core Courses
        NURS604 Advanced Practice Roles for Healthcare Providers
        NURS609 Nursing Science: Theory and Research (4 cr.)
        NURS622 Advanced Pharmacology (required for NP and Psychiatric students only)
        NURS620 Advanced Health Assessment
        NURS621 Advanced Pathophysiology (Psychiatric nursing students take PSYC667
            Developmental Psychopathology)
        EDUC665 Elementary Statistics
        NURS687 Nursing Science Research Application *or* NURS868 Research *or* NURS869 Thesis
        Clinical Courses in Specialty area

    HSAD Core Courses
        NURS604 Advanced Practice Roles for Healthcare Providers
        NURS609 Nursing Science: Theory and Research (4 cr.)
        NURS619 Financial Management in Health Services Organizations
        NURS635 Health Administration Theories
        NURS637 Health Planning Strategies
        NURS638 Health Services Evaluation
        NURS664 Health Services Administration Practicum
        NURS868 Research (Scholarly Project)
        EDUC665 Elementary Statistics
        Specialty Didactic and Clinical Courses

Students must complete all course requirements within five years of matriculation into the graduate program. Full-time CNS students may complete the entire program in three semesters (fall, spring, fall). Full-time students may complete the program in four semesters.

Neonatal Nurse Practitioner Program

Neonatal nurse practitioners (NNPs) manage the care of acute and critically ill babies. Working in collaboration with physicians and other health professionals, NNPs promote mother and baby health; provide well-newborn care, health maintenance, and anticipatory guidance for growing families, and coordinate care of mother and neonate in acute and critical care settings.

The University of Delaware offers a neonatal nurse practitioner program in collaboration with Thomas Jefferson University. This program allows students to take their core graduate coursework common to all nursing graduate programs at the University of Delaware and the specialty neonatal coursework at Thomas Jefferson University. This program is an innovative collaborative educational consortium.

Neonatal Nurse Practitioner Curriculum

Suggested Curricular Sequence

Spring	Summer	Fall	Spring	Summer
UD – NURS 604	TJU – NURS 665	TJU – NURS 662	TJU – NURS 663	TJU – NURS 664
UD – NURS 621	TJU – NURS 666	UD – EDUC 665	UD – NURS 609	UD – NURS 868*
UD – NURS 622		UD – NURS 616		

* Students may substitute a master's thesis (NURS 869) or NURS 687 for NURS 868.

Key to Course Numbers

UD – NURS 604 Advanced Nursing Roles
UD – NURS 609 Nursing Science: Theory & Research
UD – NURS 616 Primary Care in the Community
UD – NURS 621 Advanced Pathophysiology
UD – NURS 622 Advanced Pharmacology
UD – NURS 687 Nursing Science: Research Application
UD – NURS 868 Scholarly Project
UD – NURS 869 Masters Thesis

TJU – NURS 662 NNP Clinical Course I
TJU – NURS 663 NNP Clinical Course II
TJU – NURS 664 NNP Clinical Course III
TJU – NURS 665 Comprehensive Assessment for Clinical Decision Making
TJU – NURS 666 Advanced Pharmacotherapeutics for the NNP

Non-Nursing

UD – EDUC 665 Elementary Statistics

REQUIREMENTS FOR THE MS DEGREE

Students in the MS HSAD program must complete 36 credit hours of graduate study. Students take at least 24 credits of core courses and research. Core courses are listed below:

> HSAD Core courses - MS
> HSAD604 Advanced Practice Roles for Healthcare Providers
> HSAD619 Financial Management in Health Services Organizations
> HSAD635 Health Administration Theories
> HSAD637 Health Planning Strategies
> HSAD638 Health Services Evaluation
> HSAD664 Administration Practicum
> HSAD868 Research (Scholarly Project)
> HSAD890 Colloquium (0 cr.) (pass/fail)
> EDUC665 Elementary Statistics

Students register for HSAD890 Colloquium to present their 868 Scholarly Project orally.

Students must complete all course requirements within five years of matriculation into the graduate program. Full-time HSAD students can complete the program in two years.

REQUIREMENTS FOR CLINICAL/PRACTICUM COURSES

All NP, and CNS students entering the clinical courses are required to provide the following: (Requirements for Health Services Administration students will be determined by the agency/state/country where practicum is scheduled.)

1. Photocopy of current Delaware nursing license, license from compact State, or state in which clinical will be arranged.
2. Photocopy of current CPR certification
3. Photocopy of professional liability insurance policy facesheet
4. Proof of immunization status for:
   - Hepatitis B
   - Measles (Rubeola) - if born after 1957
   - German measles (Rubella) - if born after 1957
   - Tetanus (good for ten years)
5. Evidence of current TB status (PPD) or chest X-Ray
6. Evidence of Varicella status (by titer or documentation of having had chicken pox)
7. Proof of Bloodborne Pathogens Safety Training
8. Other requirements (drug testing, criminal background check, etc. required by the facility where the clinical is arranged.
9. These requirements are subject to change at any time.

Nursing students are not permitted to begin a clinical course until the above evidence has been submitted to the graduate program secretary in the School of Nursing.

In addition, students in NURS620 Advanced Health Assessment will be required to pay a fee for the use of live models. **Revised 10/10/05**

FULFILLMENT OF THE RESEARCH REQUIREMENT FOR NP & CNS STUDENTS

The decision to complete NURS869 Thesis, NURS868 Scholarly Project, or the course NURS687 Nursing Science: Research Application is made by the student in consultation with the academic advisor after completion of NURS609. Each of these options provides an opportunity to explore and use concepts from other disciplines that support expansion of nursing knowledge and advancement of nursing practice. If the student chooses to complete a thesis or scholarly project, the following guidelines apply.

THESIS OPTION
1. The thesis option requires students to take NURS609 Nursing Science: Theory and Research and 6 credits of NURS869 Thesis. In this option, students design and implement a research study and write the report in a formal paper, the thesis, using APA format, the School of Nursing's Guide for the Thesis (available from the graduate program secretary in the School of Nursing), and the most current University of Delaware Thesis and Dissertation Manual (available from the Book Store or U-Discover Online).

2. Students pursuing the thesis option select one research advisor to guide them through the research process. A list of faculty available for thesis advisement is available from the graduate program secretary. The student has the responsibility to initiate discussion with faculty and to ask a faculty member to be the thesis advisor. The thesis advisor must sign a form, agreeing to the topic and study design. This form is placed in the student's file. After the student develops the proposal with the guidance of the research advisor, the procedure for the protection of human subjects must be approved by the Office of Research.

3. Distribution of the required 6 credits for thesis must be approved by the thesis advisor. All 6 credits may <u>not</u> be taken in one semester. Before registering for thesis credits, the student must submit the completed Thesis/Scholarly Project Registration Approval form to the graduate program secretary in the School of Nursing.

4. The final copy of the thesis must be signed by the thesis advisor, indicating approval of the completed project. The completed document is submitted to the Director, School of Nursing, for signature and approval. **Submission to the Director <u>must occur 2 weeks BEFORE theses are due in the Office of Graduate Studies</u>.** Final approval is given by the Office of Graduate Studies.

SCHOLARLY PROJECT OPTION
1. In the scholarly project option, students take NURS609 Theory and Research and NURS868 Research. The project may include the development of clinical practice guidelines, practice-oriented instruments, or educational programs. The completed project is described in a formal paper using APA format and the School of Nursing Guide to the Scholarly Project (available from the graduate program secretary in the School of Nursing).

2. Students electing to do the scholarly project select a project advisor to guide them. A list of faculty available for project advisement is distributed in NURS609 or available through the graduate program secretary. The student has the responsibility to initiate discussion with the project advisor. The advisor must sign a form agreeing to the project topic. This form is placed in the student's file.

3. Distribution of the required 3 credits for the scholarly project must be approved by the project advisor. Before registering for project credits, the student must submit the completed Thesis/Scholarly Project Registration Approval form to the graduate program secretary in the School of Nursing.

4. The final copy of the project must be signed by the advisor, indicating approval of the completed project. The completed document is submitted to the Director, School of Nursing, for signature and approval. **Submission to the Director must occur 3 weeks before the end of the semester.**

NURSING SCIENCE: RESEARCH APPLICATION (NURS687)
This course follows NURS609 and focuses on the application of research to nursing practice. The course includes a critical analysis of research through an organized critique process, examination of data, and examination of facilitators and barriers to research and research utilization, models of research utilization, and methods of quality management.

FULFILLMENT OF THE RESEARCH REQUIREMENT HEALTH SERVICES ADMINISTRATION STUDENTS

Research Scholarly Project Guidelines MS-HSAD

PURPOSE

The scholarly project fulfills the graduate program's terminal objective relating to research.

COURSE REQUIREMENT

Students who plan to complete a scholarly project must take a Research course and <u>three</u> credits of NURS 868 Research (scholarly project). These credits can be taken in either one semester or sequentially, depending upon the student's academic schedule, the project advisor's schedule, and the timetable for completion. Students are encouraged to select a topic early in his/her career and that can be <u>modified</u> and used for the scholarly project.

CHOOSING A PROJECT ADVISOR

Students should meet with their academic advisor to explore a direction for the scholarly project and to plan an appropriate course of study. Once the potential topic has been identified, students should refer to the list of faculty specialty areas available from the graduate program secretary to ascertain which faculty specializes in the student's area of

interest. Students are encouraged to ascertain faculty availability preferably in their research course but no later than one semester prior to registering for the project because some faculty may be unable to serve as an advisor due to their workload assignment or scheduled sabbatical leave. Students should make an appointment to talk with the potential advisor about the project idea. The advisor and second reader must sign a form of agreement which is available from the graduate program secretary. It is important to communicate frequently with the advisor, especially if the timetable for completion has changed.

GUIDELINES FOR FORMAT FOR SCHOLARLY PROJECT

The project must be written as a scholarly paper and must adhere to a discipline specific referencing guideline, except where the University of Delaware's Thesis Guide supercedes, such as the title page, signature page, and table of contents. The main body of the paper is the rationale and process of development of the project. The finished product will include a copy of the actual project, preceded by problem identification, significance of the project, a comprehensive review of the literature, and the process of project development.. Typically, the chapter format is similar to the thesis format, although there are fewer chapters. It is recommended that students purchase a copy of the University of Delaware's Thesis Guide (available from the campus bookstore or UDISCOVER online) to guide in the formatting of chapters, table of contents, appendices, and signature pages. Students are encouraged to review other completed scholarly projects available from faculty or from the Graduate Program Secretary, 349 McDowell Hall.

IDEAS FOR THE SCHOLARLY PROJECT

There are many different possibilities for a scholarly project. It may be a project that benefits a specific institution or meets the student's own special interest within his/her specialty area. Past ideas have included a proposed year-long orientation program for new managers; educational modules for staff, clients, and families to satisfy a variety of needs; a continuing education program on communicating with foreign staff, or development of a business plan for opening a new patient care unit.

Some other suggestions for topics for the project include but are not limited to: comprehensive review of the literature on a timely topic; refined proposal for a research study; comprehensive curriculum for an educational offering for staff nurses, allied health personnel, or patients; plan for development of a counseling program, focus, or support group.

Additional creative possibilities to consider for the scholarly project:

1. A comprehensive review of the literature of a defined area of knowledge to develop, elaborate, compare, or contrast a concept or concepts with reference to their implication(s) for enriching managerial or administrative practice:

   a) To identify a current area of concern for the purpose of analyzing, synthesizing, and formulating conclusions, or
   b) To develop knowledge which generates hypotheses for theory development or empirical investigation, or

c) To develop a position advocating a change in current practice.

2. A centered investigation in a managerial/administrative role or related area using such methods as interviews and/or observation with a view to proposing a new set of standards, operating protocols, measurement tools, or furthering the theoretical base for managerial/administrative practice.

3. A creative endeavor that is expressed through the arts, literature, or humanities.

PROCEDURE

When the scholarly project is complete and the project advisors have signed the signature pages, <u>one</u> copy of the project and all signature pages should be submitted to the Dean of the College of Health Sciences. **Deadline for submission of the project to the Dean is one to two weeks after the date published on the University of Delaware calendar for the submission of theses to the Graduate office.** Consult your project advisor for the exact date. Once all signatures are complete, students are notified.

Before a grade for the project is submitted, students must supply **three copies** of the project, (department, advisor, and co-advisor copies) with signed signature pages to the Graduate Program Secretary. The projects must be in either a black pressure binder (can be purchased at the University Bookstore supplies department); or bound through the University Bookstore Jewelry counter. If the latter option is chosen, the project is sent to be bound and the student's name and date are printed on the spine. Students who choose to have the binding will receive a receipt. A copy of the receipt must be given to the Graduate Program Secretary as proof that the binding requirement has been completed.

The student must be aware of all submission deadlines. If the deadlines for completion are not met, the student is not eligible for graduation and will incur the additional expense of a sustaining fee.

Summary

1) The student will approach faculty to gain consent to act as the advisor and co-advisor.

2) The student will meet with the scholarly project advisor to discuss and obtain approval of the topic/project and to develop a proposal for the project.

3) To register for NURS 868 Research credits, the project advisor must provide written approval of the student's plan for completion of the scholarly project by signing the thesis/research registration approval form. Forms can be obtained from the Graduate Program Secretary, and are to be returned to the student with the project advisors' signatures before the student can be registered. The student also registers for HSAD890 (presentation of the scholarly project) the semester the project is completed. There is no fee for HSAD890.

4) If human subjects are involved, students must submit the proposal to the University Research and Human Subjects Review Committee. The advisor will indicate when the proposal is developed sufficiently for the student to seek approval from the Human Subjects Review Committee of the University. The <u>Criteria for Approval of Proposals for the Protection of Human Subjects</u> are to be followed in preparing the proposal to submit to the committee and can be obtained from the Graduate Program Secretary.

5) The project must show evidence of scholarly effort based on the accurate and appropriate selection and utilization of verified knowledge. The finished project must show evidence of appropriate analysis and synthesis of the information obtained.

6) All written material must be in acceptable discipline specific manuscript form (APA, MLA, AJNT, etc), except where the University of Delaware's Thesis Guide supercedes such as the title page, signature page, and table of contents.

7) When the project is completed, the advisor and co-advisor must sign the approval pages.

8) Once advisor and co-advisor approvals have been received, the entire document must be submitted to the Dean, College of Health Sciences for her signature on the approval pages. Deadline for submission of the project to the Dean must occur one to two weeks after the deadline for submission of theses to the Graduate Office. Consult your project advisor for the exact date. The deadline for theses submission is published in the University calendar.

9) Final copies of the scholarly project are to be in black folders: one copy is to be placed on file in 349 McDowell Hall, Graduate Nursing Office; and two copies should be provided for the advisor and co-advisor.

<u>Research Scholarly Project Guidelines MSN-HSAD</u>
<u>Health Services Administration Concentration</u>

Course Description:
HSAD 868 Research: Scholarly Project 3 credits
NURS 868 Research: Scholarly Project 3 credits
Investigation of a problem in clinical settings related to finance, administration, personnel management, public policy, or education. A scholarly paper is required. The Health Services Administration (HSAD868) scholarly project should reflect the students' ability to analyze a health related situation, problem, issue, policy, or organization. This course is completed in the student's projected semester of completion of all requirements for the Degree. An oral presentation of the analytical report generated during this course is required. Students will register for HSAD/NURS890 the semester that the oral report is given. There is no registration fee for this course.

Pre- or co-requisite: HSAD/NURS664
Prerequisites: Research and Statistics and any two of the following: HSAD/NURS 636, HSAD/NURS 637, or HSAD/NURS 638

ALL MASTER'S STUDENTS

Change of thesis/project advisor

A student may request a change in thesis or project advisor by notifying the advisor of his/her intent to request a change and then submitting a written request to the advisor's Director, School of Nursing. In making such requests, students should be aware that it is the prerogative of a new advisor, after reviewing the student's work, to require substantial revisions and/or refocusing of the thesis or project, regardless of the stage of the research/project. The decision to grant a request for a change of advisor is made by the Director, School of Nursing in consultation with the student's current and prospective thesis or project advisors. If a change in faculty thesis or project advisor becomes necessary because of workload or extended leaves from the School, the Director School of Nursing, the student, and the prospective advisor negotiate a reassignment.

Grades for thesis/project

Until the thesis or project is completed, a temporary grade of S (Satisfactory) or U (Unsatisfactory) is submitted for any semester or session in which the student is registered for thesis or project credits. When the thesis or project is completed, the advisor assigns a letter grade for the work. The advisor may assign one grade for the entire number of credits or may assign a separate grade for each period of registration for thesis or project credits. If a student receives a U for a period of registration, he/she will receive a final grade of B or below for that semester or session.

SUSTAINING STATUS

Once a graduate student who is electing a thesis/project option has completed all required credits needed for the degree but has not yet submitted the thesis/project, the student must maintain his/her matriculation in the degree program by registering for Master's Sustaining: Thesis (UNIV899), Project (UNIV895). All students, including sustaining students, must be registered in the semester in which the degree is officially awarded. Sustaining registration is not required for summer sessions unless the degree is to be awarded at the conclusion of the summer session. Registration for sustaining status is completed by contacting the graduate program secretary. There is a sustaining fee for each semester.

CHANGE OF PROGRAM CONCENTRATION

Students in good standing may request a change in concentration/option by (a) discussing their interest to change with their academic advisor; (b) talking with the faculty coordinating their current concentration/option; (c) talking with the faculty coordinating the concentration/option they wish to enter; and (d) completing the appropriate form available from the graduate secretary, School of Nursing. The decision to grant a request for a change in program option is made by the faculty coordinating the program students wish to enter on a space available basis. **Once permission is granted by the faculty coordinating the program, the appropriate form must be signed and put into the student's record.**

PROGRESSION IN THE PROGRAM – MSN students

Successful progress toward candidacy for the MSN degree is determined by the student's performance in the courses for which he/she is registered. Graduate students in nursing are subject to the standards for academic status set forth in the University of Delaware Graduate Catalog. To be eligible for an advanced degree, a student's cumulative grade point average shall be at least 3.0. Graduate students who earn a C+ or below in any required nursing course must repeat the course in order to progress in the program. Courses may be repeated only one time. However, if students receive a D+ or below in a nursing course with a practicum, they are not permitted to repeat the course, and it will be recommended to the Office of Graduate Studies that they be dismissed from the program.

MONITORING OF PROGRESS – MSN students

1. Each student is evaluated according to the requirements established by the course instructor or instructors. Didactic courses generally include a combination of the following evaluation measures: written examinations, class presentations, term papers, and self and/or group evaluations. A practicum within a course may be evaluated by clinical observations, supervision, logs, clinical papers, clinical projects, performance testing, self evaluation, and preceptor/faculty evaluation.

2. Each student's record is reviewed each semester by the student's advisor. If academic difficulties are identified, the faculty advisor counsels the student and files the recommendations with the Committee for Graduate Education in the School of Nursing.

PROGRESSION IN THE PROGRAM – MS students

Successful progress toward candidacy for the MS degree is determined by the student's performance in the courses for which he/she is registered. Graduate students are subject to the standards for academic status set forth in the University of Delaware Graduate Catalog. To be eligible for an advanced degree, a student's cumulative grade point average shall be at least 3.0. A grade below a B- in College core courses will not be counted toward the course requirements for a degree, but is calculated in the student's cumulative grade point average. In addition, the student must receive a course grade of B- or better in HSAD College core courses. A student who receives a grade less than a B- in a HSAD College core course may repeat each course one time. If a student fails to obtain a B- or better after repeating a course, it will be recommended to the Office of Graduate Studies that the student be dismissed from the program.

MONITORING OF PROGRESS – MS students

The grades of all students are reviewed after each semester by the student's advisor. At the end of each academic semester, the HSAD Governance Committee may convene to review the progress and performance of students in the program who are in jeopardy, and to make recommendations for action. In the case of substandard performance,

actions are initiated in accord with general University guidelines regarding warning, probation, and termination.

TRANSFER OF CREDIT

The following procedures relate to the transfer of credits to a graduate program at the University of Delaware.

UNIVERSITY OF DELAWARE CONTINUING EDUCATION CREDITS

Students who complete graduate credits with the classification of CEND (Continuing Education Non Degree) at the University of Delaware may use a maximum of 9 graduate credits earned with this classification toward their graduate degree. The CEND credits, grades, and quality points become a part of the student's academic record and grade point average. CEND credit can be transferred provided that (a) the course was at the 600-800 level, (b) the course was taken within the past 5 years, (c) a grade no less than a B- was received, and (d) the course was in accord with the specific degree program as specified by the Graduate Program Policy Statement of the School of Nursing. Transfer of these credits is initiated by the School of Nursing after the student matriculates.

ANOTHER INSTITUTION

Graduate credit earned at another institution is evaluated at the written request of the student. Such a request should include a course description and syllabus and be given to the student's advisor. At the advisor's discretion, course materials may be referred to the Committee for Graduate Education for a decision. A maximum of 9 credits required for the degree will be accepted provided that such credits (a) were earned with a grade of no less than B-, (b) are approved by the student's advisor or the Committee for Graduate Education, (c) are in accord with the specific degree program of the student as specified by the School of Nursing's Graduate Program Policy Statement, (d) are not older than five years, and (e) were completed at an accredited college or university. The student is responsible for having an official transcript sent to the graduate program secretary in the School of Nursing. The School initiates the transfer of credits. The credits, but not the grades or quality points, are transferable to University of Delaware graduate records. Graduate courses counted toward a degree received elsewhere may not be used. Credits from institutions outside of the United States are generally not transferable to the University of Delaware. A student requesting to take a course for transfer of credit from another institution follows the same procedure.

PETITION FOR VARIANCE
Students who would like to petition for a variance in acceptable courses or policies should submit petitions to the Committee for Graduate Education. Students are encouraged to see their advisor regarding the process.

WAIVER POLICY

Credits are waived when they are part of an awarded degree but are duplicated in the MSN, MS, or a post master's certificate program. Courses do not have to be substituted for waived credits. For a course to be waived, it must have been taken within the past 5 years and have a grade of B- or better. Students need a minimum of 30 credits of graduate course work for the MSN and MS degrees in addition to the waived credits.

GRADUATE STUDENT GRIEVANCE PROCEDURE

The procedure applies as stated in the current University of Delaware Official Student Handbook.

ACADEMIC HONESTY

Academic honesty and integrity lie at the heart of the educational enterprise. Students are expected to do their own work and neither to give nor to receive assistance during quizzes, examinations, or other class exercises. One form of academic dishonesty is plagiarism. Students are urged to consult individual faculty members for explanation of procedures for taking tests, writing papers, and completing other course requirements so that students may fully understand their instructor's expectations. Because faculty and students take academic honesty seriously, penalties for violations may be severe, depending upon the offense as viewed by the Graduate Student Judicial System. The minimum sanction for cases of proven *academic dishonesty* is an automatic failure for the course and/or expulsion from graduate studies at the University. Access the Official Student Handbook at www.udel.edu/stuhb for further information.

LEAVE OF ABSENCE

Matriculated students who seek a leave of absence from the program must write a letter to their advisor requesting a leave of absence. **The school will forward the request to the Office of Graduate Studies.** The length of time needed for the leave should be indicated. Upon approval by the Office of Graduate Studies, the student's academic transcript will note the approved leave in the appropriate semesters. The period of absence will not affect the limitation of time for completion of the degree requirements as stated in the student's official letter of admission. Students who do not register for courses at the University in any given semester must request a leave of absence for that semester.

CONTINUOUS REGISTRATION

Failure to comply with the requirement of maintaining continuous registration in courses, in sustaining status, or with approved leave of absence will be taken as evidence that the student has terminated his/her graduate program, and the admitted status to the graduate program will be terminated. The date of termination will be recorded on the student's transcript.

APPLICATION FOR ADVANCED DEGREE

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" obtained from the graduate program secretary in the School of Nursing. Application deadlines are found in the University Academic Year Calendar. The application must be signed by the candidate's academic advisor and School

Director. There is an application fee for master's degree candidates. Students should complete the form, attach a check made out to the University of Delaware, then turn the form into the Graduate Program's Secretary who will get signatures and send to the Office of Graduate Studies. Students can apply to complete their degree requirements for May, August, December, and February. If a student applies for graduation but does not complete the program requirements, the application will automatically convert to the next completion date.

APPLICATION FOR COMPLETION OF POST MASTER'S CERTIFICATE

Post Master's students fill out an Application for Completion of Post Master's Certificate form that can be obtained from the graduate program secretary in the School of Nursing. There is no application fee.

GRADUATION

The University of Delaware holds two Commencement ceremonies (May and January) but confers degrees four times a year (end of fall and spring semesters, and winter and summer sessions). The School of Nursing holds two Convocation ceremonies (May and February).

RESIGNATION FROM THE UNIVERSITY

A graduate student wishing to resign from the University (i.e., terminate his/her association with the University and a specific degree program) may do so by submitting a letter to the Office of Graduate Studies and the Director, School of Nursing, indicating the reasons for the resignation. The Office of Graduate Studies will cancel the student's matriculation and indicate the effective date of the resignation on the student's transcript.

CLINICAL COURSE REQUIREMENTS BY SPECIALTY
(in addition to core requirements)

CLINICAL NURSE SPECIALIST (CNS)

Specialty	Required Clinical Courses #		
Nursing of Children (NC)	654	655	686
Adult Health (AH)	636	646	686
Psychiatric Nursing (PSYCH)	671	672	686

NURSE PRACTITIONER (NP)

Specialty	Required Clinical Courses #						
Family Nurse Practitioner (FNP)	616	623	624	625	626	617	627
Adult Nurse Practitioner (ANP)	616	623	-	625	626	617	627

HEALTH SERVICES ADMINISTRATION SPECIALTY COURSES

HSAD MSN PROGRAM	Required College Core Nursing Courses (NURS prefix) #					
	619	635	637	638	664	868

HSAD MS PROGRAM	Required College Core HSAD Courses (HSAD prefix) #					
	619	635	637	638	664	868

Some of these courses are sequential

COURSE DESCRIPTIONS
(all courses are 3 credits unless specified)

NURS/HSAD604 Advanced Practice Roles for Healthcare Providers
Focuses on roles and issues affecting healthcare providers engaged in advanced practice. Roles are analyzed in relation to current issues and concepts of advanced practice.

NURS609 Nursing Science: Theory and Research (4 Credits)
Examines the science of nursing from theoretical and research perspectives and emphasizes theory as the foundation for research and practice. Pre-req/co-req: first clinical course and EDUC665.

NURS616 Primary Care in Community Health
Focuses on community based primary care issues in relation to the individual, family, and community health. Clinical component includes health promotion and disease prevention activities. Pre-req/co-req: NURS620.

NURS617 Preceptorship I
Focuses on clinical topics in primary care relevant to each nurse practitioner concentration. Pre-req: all clinical courses except NURS627.

NURS619/HSAD619 Financial Management in Health Services Organizations
Provides the basic principles and concepts of effective management of budgets for healthcare units. Includes analysis of the environment and departmental organization and their impact on healthcare.

NURS620 Advanced Health Assessment
Assists graduate students to acquire advanced knowledge and proficiency in performing health assessments. Includes eliciting a complete health history and performing a comprehensive examination. Pre-req/co-req: NURS604.

NURS621 Advanced Pathophysiology
Presents the pathogenesis of common conditions affecting children and adults as a basis for clinical management.

NURS622 Advanced Pharmacology
Applies principles of pharmacology to the therapeutic management of the client. Emphasizes prescribing, monitoring drug regimens, identifying adverse reactions, and anticipating changes inherent in self medication.

NURS623 Management of Women's Health Care
Focuses on gynecological and reproductive healthcare. Emphasizes management of gynecologic health needs and the normal reproductive cycle. Pre-req/co-req: NURS604 and NURS622; pre-req: NURS620 and NURS621.

NURS624 Management of Children's Health
Focuses on the delivery of primary healthcare to children and adolescents. Emphasizes physical and developmental variations and management of acute and episodic illness. Pre-req/co-req: NURS604 and NURS622; pre-req: NURS620 and NURS621.

NURS625 Management of Adult Episodic Health Needs and Problems
Focuses on delivery of primary care to adults and the elderly. Emphasizes clinical decision making necessary to serve as a foundation for planning primary healthcare services. Pre-req/co-req: NURS604 and NURS622; pre-req: NURS620 and NURS621.

NURS626 Management of Adult Chronic Health Needs and Problems
Focuses on delivery of primary care to adults and the elderly with chronic health problems. Emphasizes management of ongoing needs. Pre-req/co-req: NURS604 and NURS622; pre-req: NURS620 and NURS621.

NURS627 Preceptorship II
Emphasizes clinical decision making in an interdisciplinary environment with the nurse practitioner as a principal provider of primary care. Students select their preceptor sites with approval of faculty. Pre-req/co-req: NURS617.

NURS635/HSAD635 Health Administration Theories
Introduces students to theories of administration, organization, and management; their interaction with other health discipline's theories; and their influence on management of healthcare agencies. Includes the interaction of theories with attainment of organizational goals. Pre–req/co-req: NURS/HSAD604.

NURS636 Adult Health Nursing I
Provides the conceptual foundation and practical knowledge base needed to develop the essential characteristics of the clinical nurse specialist in adult health. Core content is characterized around three spheres of influence: patient, families and communities; nursing and healthcare personnel; and organizations and networks; with a primary focus on patients, families and communities. Areas of emphasis include assessment skills, therapeutic interventions, education, evidence-based practice and issues and trends in healthcare. Co-req: NURS604; NURS 621. Restrictions: Open to clinical nurse specialist students only.

NURS637/HSAD637 Health Planning Strategies
Analyzes organizational systems and roles of managers and administrators. Students identify organizational needs, formulate goals and objectives appropriate to healthcare agencies, and identify strategies appropriate to accomplishing goal attainment within ethical constraints of healthcare. Pre–req/co-req: NURS/HSAD604.

NURS638/HSAD638 Health Services Evaluation
Emphasizes the roles of managers and administrators in personnel development, promotion of research in clinical settings, and development and implementation of quality improvement initiatives and their implications for healthcare. Pre-req: NURS/HSAD604

NURS646 Adult Health Nursing II
Provides the learner with opportunities to develop advanced skills inherent to the clinical nurse specialist role as determined by the National Association of Clinical Nurse Specialists. Content is organized around the three spheres of influence with emphasis on nursing and healthcare personnel and builds upon CNS content in previous courses. Areas of emphasis include leadership, collaboration, citizenship, cost effective care, innovations in practice, and mentorship. Pre-req: NURS636 Restrictions: Open to clinical nurse specialist students only.

NURS654 Nursing of Children I
Explores the scientific basis for the routine healthcare and guidance required by children and their families. Focuses primarily on the acutely ill child. Pre-req/co-req: NURS604 and NURS621.

NURS655 Nursing of Children II
Explores the biopsychosocial needs of children with chronic conditions and their families. Emphasizes interventions by the advanced practice nurse to assist these children to attain, maintain, and regain health. Pre-req: NURS654.

NURS/HSAD664 Health Services Administration Practicum
In conjunction with his/her faculty advisor and based on the student's individualized long range goals, the student selects a preceptor and healthcare setting in which to apply didactic content in real life settings. Pre-req/co-req: NURS/HSAD635, or NURS/HSAD637, or NURS/HSAD 638.

NURS671 Psychiatric Mental Health Nursing I: Biopsychosocial Foundations of Mental Health and Illness
Emphasizes theory and research related to assessment, diagnosis, clinical management, and psychopharmacologic intervention in mental illness. Didactic and clinical components allow for the development of subspecialization.

NURS672 Psychiatric Mental Health Nursing II: Cognitive and Group Therapeutic Interventions
Focuses on the development of two modalities of psychiatric skills and treatments. Core concepts of cognitive and group therapy are integrated with specific strategies for behavioral change. Pre-req: NURS671.

NURS686 Clinical Nurse Specialist Role Integration (4 credits)
Integration of theories and concepts related to roles of the clinical nurse specialist. Emphasizes advanced practice roles within the broad context of healthcare. Pre-req: all clinical courses.

NURS687 Nursing Science: Research Application
   Focuses on the application of research to nursing practice. Includes critical analysis of research through an organized critique process, examination of data, and examination of facilitators and barriers to research and research utilization, models of research utilization, and methods of quality management. Pre-req: NURS609.

NURS868/HSAD868 Research (Scholarly Project)
   Investigation of a problem in clinical nursing, finance, administration, personnel management, public policy, or education resulting in completion of a scholarly project. Pre-req: NURS609 or designated research course, NURS/HSAD664, and any two of the following NURS/HSAD635, 637, 638.

NURS869 Master's Thesis (6 Credits)
   Implementation of research proposal and analysis of data. Pre-req: NURS609.

HSAD890 Colloquium (0 credits; Pass/Fail grade)
   Oral presentation of specified project/report.

COMM610 Organizational Communication Theory
   Examines major theories of organizations.

COMM642 Topics in Organizational Communication
   Emphasizes theory and research in organizational communication.

COMM656 Communication in Organizations
   Introduces concepts and research related to communication processes in organizational settings.

EDUC665 Elementary Statistics
   Provides a conceptual understanding of some useful statistical techniques along with practical computer and statistical skills which will enable the student to be able to answer realistic research questions. Topics include descriptive statistics, regression, exploratory data analysis and hypothesis testing.

IFST615 Research Methods
   Evaluation of existing research reports, articles and monographs, development of data collection techniques, analysis and presentation of data pertaining to child, family and community populations, elements of statistical analysis, evaluation and selection of research designs, preparation of a research project proposal.

PSYC809 Research Design
   An overview of methodological issues in the conduct of psychological research, including correlational, experimental, and quasi-experimental studies. Special emphasis on clinical and personality research.

PSYC667 Developmental Psychopathology
Focuses on the development of normal functioning and psychopathology in infants, children, and adolescents. The origins, nature, and course of psychological disorders among children will be examined.

UAPP685 Personnel and Human Resource Issues: Current Topics
Focuses on selected policies, practices, and issues important in the field of public personnel /human resources.

UAPP800 Research Design and Methodologies
Provides skills and examines issues in research design, data acquisition and data analysis in urban affairs.

UAPP837 Public Sector Human Resources Management
Emphasizes personnel management topics of importance to the manager in the public agency setting.

School of Nursing
Undergraduate/Graduate Student Safety Training Outline

The goal of the undergraduate/graduate student safety training is to provide a minimum level of safety knowledge for all students and is not meant to replace existing training requirements. Below is an outline of the topics that need to be covered in these training sessions. This training can be combined with required training already being provided as long as all new students receive the training.

University of Delaware Department of Occupational Health and Safety (DOHS)
The policy of the University of Delaware is to provide the University community with a safe and healthful work environment. Serious attempts will be made to minimize recognizable hazards. The intent of the University is to comply with all occupational health, safety, and fire regulations and recommended practices. The DOHS has resources available at http://www.udel.edu/OHS . University of Delaware safety policies can be viewed online at http://www.udel.edu/ExecVP/polprod/.

School of Nursing Safety Committee
The School of Nursing Safety is appointed by the Director of the School of Nursing and will include a minimum of one full-time faculty and a minimum of one professional staff. The functions of this committee are to provide for training under the State of Delaware Right-to-Know Law and the OSHA mandated Chemical Hygiene Plan, to provide bloodborne pathogen training, to carry out safety inspections of all teaching and research laboratories and departmental offices according to University policy, and to initiate such changes in departmental policy and practice as might promote safety. The department safety committee meets four times a year. Additionally, the committee will conduct a walk through of McDowell Hall checking for potential environmental safety concerns.

Emergency Training
When notified of fire or other emergency by alarm system or orally, personnel must evacuate the building and move to an area at least 200 feet from the building. Do not reenter the building until advised by the person in charge. Entrances, sidewalks, and driveways shall be kept clear to allow emergency vehicles and personnel access.

An individual who discovers a fire or other emergency, such as abnormal heating of material, hazardous gas leaks, hazardous material or flammable liquid spill, smoke, or burning odor, shall immediately follow these procedures:

1. Don't risk self - leave the area if unsafe.
2. Give the alarm by
   a. Sounding the building evacuation alarm by pull box or, if not available, orally notifying occupants of the building; and
   b. Notifying Public Safety by University telephone (9-911) or by an Emergency Phone.
3. Isolate the area by closing all doors and windows.
4. Shut down all equipment in the area if possible.

5. Use a portable fire extinguisher to
    a. Assist oneself to evacuate the building,
    b. Assist another to evacuate the building, or
    c. Control a small fire if you are properly trained.

   Individuals should not operate a fire extinguisher unless you have been trained in its use or as designated in items above.

   Red/Blue light phones. Anyone wishing to contact the Department of Public Safety (University Police) may do so by using one of the more than 200 campus emergency telephones. Look for the blue lights above outdoor emergency telephones; red phones are located indoors. Simply lift the receiver or push the button, and you will be connected to the Department of Public Safety.

   Emergency phone numbers. Public Safety can be notified by University telephone (9-911) or by using a red or blue Emergency Phone. The DOHS can be reached at 831-8475 or through Public Safety after hours.

   Power outage evacuation procedures.
1. If the power goes off to a laboratory building, immediate evacuation must take place. In general, laboratory fume hoods will not operate properly and a hazardous indoor environment could result.

2. If workers are in a basement area or an area with no natural lighting, they must move to an area with natural lighting or outside.

3. If the outage is in a "Place of Public Assembly" all public events must be discontinued. Classes are not considered public events.

4. All workers must evacuate buildings for outages longer than one hour. Management will advise staff concerning alternate work areas or when to report back to the building.

5. In any event, if a worker feels unsafe in a building during an outage, they may leave for the duration of the outage after consulting with their supervisor (see Extreme Weather Conditions/Power Outages Policy).

6. Please remember that emergency lighting from battery packs will only last approximately 20 minutes.

Accident/Illness Information
   Accident/Illness reporting and investigation responsibilities. Accident reporting/investigation is the responsibility of departmental supervisors and departmental safety committees. Incidents must be reported to the supervisor (instructor) as soon as possible. DOHS coordinates all accident investigations and receives copies of all employee, student, and visitor investigation report forms. All accidents or illness must be reported. Student and visitor

accident reports and investigation report forms must be submitted to the Department of Occupational Health and Safety.

Accident/Illness reporting forms for the School of Nursing are located in the Nursing Department office (391 McDowell Hall).

Students should visit the Student Health Services or Newark Urgent Care on Main Street.

Location of first aid kits/how to restock. Undergraduate/graduate students need to be instructed on the location of first aid kits. First aid kits are located in lab room 103; Dean's Office; and in the School of Nursing office, 391.

CPR information. The University's Department of Occupational Health and Safety is an accredited American Heart Association training center. Four levels of CPR classes are offered to anyone who is interested. More information is available at http://www.udel.edu/OHS/CPR.html. Additional classes are arranged through the Student Nurses Association.

University ambulance procedures. Call 9-911 for ambulance service. The University of Delaware Emergency Care Unit (UDECU) was founded by students in 1976 to provide quality emergency ambulance service to the University of Delaware campus and community. Today, UDECU is a state certified ambulance run entirely by student volunteers. Crews consist of Nationally Registered Emergency Medical Technicians, Certified State of Delaware Ambulance Attendants and Emergency Vehicle Operators. The ambulance is available twenty-four hours a day, seven days a week to handle any emergency situation. The ambulance is a basic life support unit in which the latest non-paramedical equipment and techniques to treat and rapidly transport patients are used.

Additional Areas for Students Exposed to Hazardous Materials
Personal protective equipment requirements. In 1992, the University approved Policy 7-40, Personal Protective Equipment. This policy requires University personnel to conduct hazard reviews of all tasks performed on the job and to specify the personal protective equipment (PPE) required for these tasks. Supervisors are required to assure personnel and students follow the procedures outlined in the job hazard analysis and use the required PPE.

Students are required to purchase an approved eye protection and any needed protective equipment. These items are to be brought to each laboratory or clinical session as required by the instructor.

Waste management. The University's Department of Occupational Health and Safety has developed a Chemical Waste Management Program to assure that proper handling and disposal procedures are used to protect the health and safety of the University community and to be in compliance with federal and state regulations governing hazardous and solid waste management. Types of chemical waste generated at the University of Delaware include, but are not limited to, unwanted laboratory reagent chemicals; waste mixtures generated from laboratory research and education; glassware and trash contaminated with chemicals; chemical spill clean-up debris; oils; paints; maintenance cleaners; and mercury if glass thermometers are broken.

Students will be instructed on the proper disposal of laboratory waste. All biohazardous material should be placed into a double-lined autoclave container. Uncontaminated glass should be placed into labeled cardboard containers.

Safety training requirements/resources. Departmental Safety Committees have the responsibility to facilitate required safety training within the department. All undergraduate/graduate students must be provided with a safety training seminar coordinated by the department. The committee may accomplish this requirement by developing a program to meet the various training requirements, sending personnel to the Department of Occupational Health and Safety classes, or arranging with the Department of Occupational Health and Safety to provide department specific training. When appropriate, faculty, graduate students, and undergraduate students must receive initial training and then annual training in handling bloodborne pathogens, chemical hygiene, and radiation safety. This training will be done annually in courses ensuring that all students receive this training. Records of attendance will be maintained in the office of the Assistant to the Director, School of Nursing.

Hazardous materials emergency/spill procedures. All waste debris collected during a spill clean-up must be packaged, labeled and disposed of as chemical waste.

Department of Occupational Health and Safety
Post-Exposure Evaluation and Follow-Up Procedure

1.   If an exposure occurs, first determine if emergency medical help is required. Examples of when emergency medical help would be required are: excessive bleeding, loss of consciousness, and broken bones. If emergency medical help is required, call 9-911 for police or ambulance on the campus.

2.   For a non-life threatening emergency, administer first aid. Allow a penetrating injury to bleed. Wash the injury site thoroughly with soap and water or rinse the exposed mucous membrane thoroughly with water. If anyone assists with first aid they should wear gloves. An apron or gown and eye protection may be necessary if a potential for splashing exists. It is the University's policy that personal protective equipment appropriate for the potential hazard is worn, but it is recognized that in certain emergency situations this may not be possible.

3.   The source of the exposure should be identified if possible, without causing further injury to anyone else. This could simply mean identifying the patient from whom the specimen came.

4.   Contact DOHS (831-1433 or 831-8475) with information regarding the incident AS SOON AS POSSIBLE. An injured student may be referred to Student Health or to the medical provider approved by DOHS; contact DOHS to determine the appropriate healthcare provider for the exposure. Timely evaluation by a healthcare provider may minimize the complications from an exposure.

5.   If an exposure occurs at a clinical location, follow their procedures for reporting the exposure at the facility if indicated. The facility may test the source patient and/or the exposed individual. The exposure must still be reported to the DOHS as soon as possible.

6.   As soon as feasible fill out the Exposure Report Form. Forms are available at DOHS. If possible, the employee or student will take a copy of it to the medical provider when they are referred. Otherwise, it will be sent as soon as possible. DOHS will send the other necessary information, as required by the OSHA BBP Standard, regarding the exposure to the medical provider.

7.   Following the exposure, appropriate paperwork must be filed. An injured student must complete a "First Report of Injury." The employee, supervisor, or safety committee for the injured subject must complete an "Accident/Loss Investigation Report."

8.   The source individual's blood, or material the individual was exposed to, may be tested to determine HBV and HIV status. This shall be done in accordance with the Delaware Annotated Code, title 16, Sections 1202 and 1203.

9.   The exposed individual will be evaluated by the medical provider, including testing for HBV and HIV serological status if the individual consents.

10.   Post-exposure prophylaxis, when medically indicated, counseling, and evaluation of reported illnesses will be performed by the medical provider. The medical provider shall inform the exposed individual of any test results, including those performed on the source individual, if such tests were run.

If you have any questions regarding these procedures, or about bloodborne pathogens or other biosafety issues, please contact Krista Murray, Biosafety Officer, via e-mail at klmurray@udel.edu, or by phone at 831-1433.

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Web Sites of Interest

University of Delaware - www.udel.edu
> Access to many UD links such as academic calendar, bookstore, computing sites, forms, library, student organizations.

College of Health Sciences - www.udel.edu/health

School of Nursing - www.udel.edu/nursing

Office of Graduate Studies - www.udel.edu/gradoffice
> The central location for graduate admissions and enrollment information

Graduate Catalog Online - www.udel.edu/provost/gradcat/gradcat98/contents.html
> Get official listings of program descriptions, degree options, faculty, and courses

Official Student Handbook - www.udel.edu/stuhb
> Important information about life as a student at UD

Office of the Registrar - www.udel.edu/Registrar
> This office maintains official calendars and some information on policies and procedures

SIS+, the Student Information System - www.udel.edu/sis.html
> With your student identification number (SS#) and PIN, you can use SIS+ to access grades, bills, unofficial transcripts, and to change addresses.

Billing and Collections - www.udel.edu/bill_coll/fees.html
> Tuition and fees

Office of Scholarships and Financial Aid - www.udel.edu/FinAid/applying.html

Foreign Student & Scholar Services - www.udel.edu/IntlProg/fsss/
> FSSS, part of International Programs & Special Sessions, is the most know office for foreign graduate students. Visa information, IAP-66 policies, advice for apartment searching, and more.

Student Health Services - www.udel.edu/shs

Continuing Education - www.continuingstudies.udel.edu

Continuing Education - UD Online – www.continuingstudies.udel.edu/udonline/

Information Technologies - Help Center – www.udel.edu/help

Thesis Manual Online – www.udel.edu/gradoffice/current/thesismanual.html