



March 4, 1996

Mary Jane Peitersen, Practice Consultant  
Maryland Board of Nursing  
4140 Patterson Ave.  
Baltimore, MD 21215-2254

Dear Ms. Peitersen,

Attached is information requesting approval for a Gerontological Nurse Practitioner master's specialty track and a post master's plan of study at the University of Maryland School of Nursing. (UMSN). The track contains 315 clinical hours, and the ratio of clinical to classroom hours is 2/3 to 1/3.

The full Master's program at the University of Maryland School of Nursing was accredited by the National League for Nursing in 1994 for eight years. The Gerontological Nurse Practitioner track is an expansion of the Gerontological and Geriatric specialty track within the Department of Acute and Long Term Care. The GNP track has been approved for implementation by the UMSN Curriculum Committee. There are currently 10 students in the track who anticipate graduating in August, 1996 and who, with MBN approval, will be eligible to sit for ANA certification in October, 1996.

If you have further questions, please do not hesitate to call.

Sincerely,

*Anne Belcher*

Anne Belcher, PhD, RN  
Associate Professor and Chair

*Ann Marie Spellbring*  
Ann Marie Spellbring, PhD, RN  
Associate Professor  
410-706-5261

*Approved*  
*Maryland*  
*Board of*  
*Nursing*  
*3/6/96*

3/26 BON MTR

CNT MS Post Masters

MS Peirson 310 hrs. issue

separate phone

central agents

chronic

100 - 600 hrs - midpoint

## Table of Contents

<b>University of Maryland School of Nursing</b>	<b>Page</b>
Philosophy	1
Conceptual Framework	4
Purposes and Objectives	4
Relationship of the Project to the Curriculum	5
<b>Biographical Sketches</b>	13
<b>Clinical Resources</b>	17
<b>Course Syllabi</b>	
NURS 625: Introduction to Gerontological Nursing Issues	18
NURS 634: Advanced Health Assessment of the Older Adult	38
NURS 636: Clinical Diagnosis and Management of the Older Adult	54
NURS 636: Evaluation of Clinical Performance	63
NURS 637: Geriatric Pharmacotherapy	68
NURS 734: Advanced Diagnosis and Management of the Older Adult	84
NURS 734: Evaluation of Clinical Performance	100
NPHY 614: Physiology of Aging	105

**THE UNIVERSITY OF MARYLAND  
SCHOOL OF NURSING**

The following sections contain an overview of the philosophy, conceptual framework, purpose and objectives, as well as a description of the relationship of the project to the ongoing curricula of the University of Maryland School of Nursing (UMSN), the plan of study, (both MS and post Master's), details of didactic and clinical hours, and biographical sketches of faculty involved in the program. The syllabi for the courses required of the Master's and post-Master's students and the Clinical Evaluation Tools are also included.

**Philosophy**

Nursing is a dynamic and evolving practice discipline that is concerned with the promotion of health and with human responses to actual and potential health problems. Nursing goals include the promotion and protection of health, the prevention of illness, care of the suffering and ill, and the support for a peaceful death or loss.

Nursing occurs within the context of a caring relationship, the purpose of which is to assist individuals, families, groups, communities, and populations in a variety of settings to achieve optimal health and to make informed choices for their own well-being.

Nursing has a distinct body of knowledge which can and must be extended, verified, and revised using the methods of scholarly inquiry. It involves the selection, integration, and expansion of knowledge from nursing and other disciplines, including the social sciences, biological sciences, and humanities. This knowledge is applied to the understanding of health and illness and to the analysis and improvement of nursing practice.

Nursing is a research-based practice which uses empirical, ethical, personal and aesthetic perspectives in the application of the nursing process. Essential for the practice of nursing are knowledge, critical thinking, communication, interpersonal competence, leadership, management, teaching, psychomotor and analytic skills, and the use of current research, technology and information systems.

At all levels, the practice of professional nursing is based on a distinct body of knowledge and includes multiple responsibilities. These responsibilities include, but are not limited to, providing direct care, providing information for persons to make informed health care choices, facilitating persons to act on their own behalf, managing care, and applying research to practice. Advanced nursing practice consists of theoretically/conceptually based diagnostic reasoning and

decision making strategies as the foundation for solving complex health care problems through a multiplicity of responsibilities. Advanced nursing practice is defined as specialty practice which is based on principles derived from relevant theory and research findings, and includes two interrelated spheres of activity: direct service to persons and indirect action carried out for the enhancement of direct nursing knowledge, health care systems and health policy.

Persons are holistic beings who have interactive dimensions. These dimensions are physical, psychological, spiritual, social, and cultural. The individual person has intrinsic worth and is entitled to respect. Persons have the right to seek and achieve optimal health, the right to make informed choices, and the responsibility for their own health care decisions. Persons are capable of reflecting upon their experiences. Their perceptions of these experiences along with their values and principles guide their health care decisions as well as their interactions with others. Throughout their lifetime, persons grow and develop individually and within families, groups, communities, and populations.

Health is a multidimensional balanced expression of physical, psychological, developmental, spiritual, and social well-being. The expression of a person's health and/or illness is a reflection of the interaction of the person and the environment, and is expressed in human responses. Health is dynamic and uniquely defined and redefined by persons as they progress through their lifetime.

The environment is the context within which persons, families, groups, communities, and populations live and within which nurses practice. The context can be viewed from a variety of dimensions including physical, social, ethical, cultural, legal, spiritual, historical, economic, political, and organizational. These dimensions are discrete, interactive, and may change over time. Persons are in continuous and mutual interchange within their contextual dimensions. They bring experiences that can be valuable to developing a dynamic and quality environment. The dynamic interaction between persons and the environment affects their health and the achievement of well-being.

Learning is an active and lifelong process. Learning is facilitated through a reciprocal interaction between faculty and students, and occurs best within a caring and supportive environment where students are ultimately responsible for their learning. Differences among people necessitate various educational approaches.

Nursing education respects and builds upon the prior education and practice experiences of the learner. Nursing education at the baccalaureate level prepares professional nurses who are

generalists and value life-long learning. Nursing education facilitates the development of students' empirical, ethical, aesthetic, and personal perspectives for the purpose of making and accepting responsibility for practice decisions.

Baccalaureate education prepares nurses to participate in research, apply research findings to practice, and contribute to the development of the profession. Baccalaureate nursing programs are foundational for graduate study in nursing. Graduate education is characterized by an emphasis on specialization at the masters level, and a commitment to research and involvement in the development and refinement of knowledge at the doctoral level.

## Conceptual Framework

The primary focus of the Master's curriculum is the discipline of nursing. The curriculum is designed to prepare students in specialized areas of advanced nursing practice, areas that are developed and have evolved in response to changing societal needs. The basic strands that run throughout the Master's curriculum are theory, research, and role specialization relevant to advanced nursing practice.

Theory: Theory from nursing and related disciplines serves as a foundation for practice, research, and role development within nursing.

Research: Research in nursing includes both applied and basic research. Nursing research explores and defines the knowledge necessary to provide direct and indirect nursing and health care. Theory development and refinement occur as results of research.

Role Specialization: Human responses are affected through various direct and indirect roles within organizations. Advanced professional nursing roles are based upon changing societal needs, sociopolitical trends, and health care delivery systems.

## Master's Degree Program at the University of Maryland School of Nursing (UMSN)

### Purpose and Objectives of the Graduate Program

Master's degree program objectives are formulated on the assumption that graduate education builds upon undergraduate education. Graduate education is an intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing. Graduate education provides further opportunity for the student to think conceptually and to apply theory and research to practice.

The purposes of the master's degree program are to prepare nurses:

With expertise in a specialized area of advanced nursing practice.

To function in one of the following areas:

administration, education, nursing/health policy, informatics or clinical specialization/nurse practitioner.

For leadership

For entry into doctoral study.

The objectives of the master's degree program are to prepare graduates who:

Utilize a nursing theoretical framework as a basis for professional nursing practice.

Generate innovative nursing actions based on theories and research in nursing and related fields, and evaluate nursing actions of self and others.

Incorporate organizational theories and learning theories in the practice of one of the following roles:

administration, education, nursing/health policy, informatics and clinical specialization/nurse practitioner.

Collaborate with health care providers and consumers to achieve shared health care goals.

Use theory in nursing and related fields and observations in practice to generate hypothesis and conduct nursing research studies.

Analyze factors influencing the health care system and devise strategies for improving delivery of health care.

In addition to the knowledge and practice components of the objectives listed above, the behavior of graduate students should reflect an internally consistent value system. It is expected that graduates will value scientific inquiry as a basis for professional practice and will seek to increase their contributions to the nursing profession.

#### **Relationship of the Project to the Curriculum**

The entire Master's program at the University of Maryland School of Nursing was accredited by the National League for Nursing in 1994 for eight years. The Gerontological Nurse Practitioner master's specialty track and post master's plan of study are an expansion of the graduate specialty track in the Gerontological and Geriatric Nursing specialty. The expanded track, the Geriatric Nurse Practitioner master's option and the post master's plan of study were initiated by the Department of Acute and Long Term Care Nursing and approved by the Curriculum Committee of the School of Nursing for implementation in Fall, 1995. The Geriatric Nurse Practitioner master's specialty track consists of 42 credits and the post master's plan of study is 24 credits or less, depending on the applicant's previous master's curriculum.

The UMSN has one admissions process for all graduate students. Admission requirements include: a baccalaureate degree with an upper division major from an NLN-accredited program; a minimum GPA of at least 3.0 on a 4.0 scale; satisfactory completion of a course in elementary statistics and recent course in physical assessment; official scores on the aptitude portion of the Graduate Record Examination; minimum of two years of professional nursing experience (working with and caring for older adults), references from three professional individuals, two of whom are nurses; and a current license as a registered nurse in Maryland.

The Gerontological Nurse Practitioner track is a three semester, 10 month course of study. Theoretical credits equal one hour of didactic per credit and clinical credits equal 3 hours of clinical per credit, based on 15 week sessions. Students complete 315 clinical hours in the GNP curriculum with the ratio of 1/3 classroom time to 2/3 clinical time.

### **Curriculum Design**

The master's curriculum design contains the following components:

**Core Courses--12 credits**, including research courses, are required for all graduate students regardless of their area of concentration. These are described below.

**NURS 602 Critical Approaches to Nursing Theories (3)** enhances the student's ability in critical thinking and scientific inquiry in nursing. The student has the opportunity to analyze the role of theory in nursing as a practice discipline. The history of theory development is presented, and the application of selected nursing theories to the role of the nurse is examined.

**NURS 606 Influential Forces in Nursing and Health Care (3)** provides an analysis of health care trends, organizations and settings, and provider and consumer roles in the financing, legislation, regulation, politics, ethics, and evaluation of nursing and health care. Emphasis is placed on nursing's role in effecting health care system change and on the effects of external forces on nursing practice. Leadership strategies and nursing roles for influencing practice decisions within the health care system will be examined.

**NURS 701 Nursing Research Designs and Analysis I (3)** includes understanding scientific thinking and quantitative methods of research beyond the introductory level. The research literature in nursing and health is used to illustrate and evaluate application of these principles. Univariate and bivariate research designs are stressed. Students plan and implement a nursing research project.

**NURS 702 Nursing Research Designs and Analysis II (3)** introduces both quantitative and qualitative designs used in nursing research. Selection of the most appropriate design to fit a nursing research question is stressed. Procedures for data quality assurance and analysis are presented. Statistical computer programs are utilized with actual nursing data. Throughout, reports of nursing research are critiqued and discussed.

**Specialty courses: (13 credits).** There are three clinical courses that form the nucleus of the GNP specialty. They are taken in a specified sequence and build in complexity and specialization. In addition to an emphasis on advanced clinical practice expertise, three themes are developed within the sequence: the advanced practice/GNP role, research utilization, and primary care/management issues. Health maintenance during acute and chronic illnesses is an integral part of the entire program.

The first clinical course, **NURS 634 Advanced Assessment of the Older Adult (3)** develops the knowledge base and skills necessary for the beginning level of the gerontological nurse in advanced practice roles. This course begins the three-course clinical sequence. The focus of the course is on the health assessment of the older adult and the clinical reasoning skills to differentiate normal from abnormal changes. In addition, exploration of the advanced practice nursing role in a variety of health care settings is also explored.

The second clinical course, **NURS 636 Clinical Diagnosis and Management of the Older Adult (5)** offers students the opportunity to function as a GNP in an ambulatory, long term and/or acute care setting with older adults who present with common acute and chronic health problems. This is the second of three sequential courses. The emphasis in this course is on the application of assessment skills, laboratory/diagnostic methods, and clinical diagnostic reasoning skills in caring for older adults. The pathophysiology, and management of problems experienced by older adults are presented in detail. Cultural and ethnic differences will be given specific attention. Role development is continued as students explore the impact that the GNP has on improving services to older adults and their families within the context of an ambulatory, long term or acute care setting. The student will also learn how to determine when referrals need to be made and how to work as part of a collaborative team.

734

The third clinical course, **NURS 637 Advanced Diagnosis and Management of the Older Adult (5)** is the final synthesis course in the clinical sequence. Students will develop his/her ability to assess, diagnosis and treat the older adult in a variety of settings. The focus is on more independent diagnosis and management of patients with complex or multiple problems. Parallel clinical experience and seminar sessions will assess the student in integrating and synthesizing previously learned concepts in care of the older adult in a variety of settings. A case study approach is utilized to help students improve assessment, differential diagnosis skills, diagnostic work-up skills, and development of appropriate therapeutic interventions.

**Support Courses (11 credits).** In addition to the clinical courses, several support courses are also required:

**NPHY 600 Human Physiology and Pathophysiology (3)** focuses on the study of selected areas in normal human physiology and pathophysiology. Emphasis is placed on the analysis of normal function using a problem-solving process. Major regulating and integrative mechanisms and examples of nonoptimal to pathological function are elaborated to elucidate a conceptual approach to the physiologic basis of nursing practice. The course builds on a basic knowledge of physiology.

**NPHY 614 (2)** is designed for graduate students in the health professions with a special interest in gerontology. The emphasis is on cell biology, metabolic process and cardiovascular and neurobiological aspects of aging. The pathophysiological basis for health problems of older adults is presented. Alterations at the cell, organ and system levels are discussed to provide the basis for clinical management of common health problems.

**NURS 625 Introduction to Gerontological Nursing Issues (3)** is designed to provide the student the opportunity to explore systematically concepts pertinent to older adults. Emphasis is placed on maximizing functional health status, patient outcomes and independence of the older adult consistent with the limitations imposed by the aging process and/or chronic illness. Strategies aimed at promoting, maintaining and restoring health and independent functioning are examined. Implications for clinical practice are considered.

**NURS 637 Geriatric Pharmacotherapy (3)** is designed to provide advanced knowledge of commonly prescribed pharmacologic agents in the care of older adults for graduate students preparing for the advanced practice roles in gerontological nursing. Rationale for the use of appropriate, safe and effective pharmacologic agents in the treatment of selected health problems in aging will be presented. Clinical considerations in the selection, initiation, maintenance, and discontinuation of drug treatment will be examined especially as it relates to the older adult. Legal implications of pharmacotherapy will also be reviewed.

**Elective course credits (3-6)** vary according to the student's selection of thesis/non thesis option.

**Thesis/Non Thesis Option: (6 credits)**

**GNP Post Master's Plan of Study**

Students in the Gerontological Nurse Practitioner post master's plan of study complete 24 credits in the specialty area. There is the possibility of certain courses being waived based on prior graduate course work. Specifically, if students have had prior graduate course work in Introduction to Gerontological Issues and Physiology and Physiology of Aging, they will not be required to repeat these courses.

**GERONTOLOGICAL NURSE PRACTITIONER**  
Sample Plan of Full-time Study<sup>1</sup>

**FALL SEMESTER**

<u>Course</u>	<u>Title</u>	<u>Credit</u>
NPHY 600	Human Physiology and Pathophysiology	3
NURS 606	Influential Forces in Nursing and Health Care <sup>2</sup>	3
NURS 625	Introduction to Gerontological Nursing Issues	3
NURS 634	Advanced Assessment of the Older Adult	3
NURS 701	Nursing Research Designs and Analysis I <sup>2</sup>	3

**WINTER SESSION**

	Elective <sup>3</sup> (or thesis credit) <sup>4</sup>	3
--	---	---

**SPRING SEMESTER**

NURS 602	Critical Approaches to Nursing Theories <sup>2</sup>	3
NURS 614	Physiology of Aging	2
NURS 636	Clinical Diagnosis and Management of the Older Adult <sup>5</sup>	
NURS 637	Geriatric Pharmacotherapy <sup>5</sup>	3
NURS 702	Nursing Research Designs and Analysis II <sup>2</sup>	3

**SUMMER SESSION**

NURS 734	Advanced Diagnosis and Management of the Older Adult	5
	Thesis/Non-Thesis Option <sup>4</sup>	3

**Total Credits--42**

<sup>1</sup>part-time option is offered

<sup>2</sup>core courses required for all masters students

<sup>3</sup>electives may be taken in areas such as nursing, administration, education, ethics, health care policy, or independent study offered at any University of Maryland campus.

<sup>4</sup>**Thesis/Non-Thesis Option** (6 credits) Thesis (6 credits) or Non-Thesis (3 credits elective and 3 credits scholarly paper)

<sup>5</sup>NURS 636 and 637 must be taken concurrently whether full or part-time study.

The national certification exams for GNP are offered in October and June by the American Nurses Credentialing Center (ANA).

GERONTOLOGICAL NURSE PRACTITIONER  
POST MASTER'S PLAN OF STUDY

**FALL SEMESTER**

<u>Course</u>	<u>Title</u>	<u>Credit</u>
NPHY 600	Human Physiology and Pathophysiology*	3
NURS 625	Introduction to Gerontological Nursing Issues*	3
NURS 634	Advanced Assessment of the Older Adult	3

SPRING SEMESTER

NURS 614	Physiology of Aging*	2
NURS 636	Clinical Diagnosis and Management of the Older Adult	5
NURS 637	Geriatric Pharmacotherapy	3

SUMMER SESSION

NURS 734	Advanced Diagnosis and Management of the Older Adult	5
----------	--	---

**Total Credits--24**

\* Credits may be waved based on review of Master's program.

### **Faculty Resources/Clinical Resources**

The graduate specialty track at the University of Maryland School of Nursing use a variety of clinical facilities and currently have contracts with more than 150 health care agencies throughout the state of Maryland and other states within the region. Each has appropriate facilities, patients and preceptors. The clinical experiences for the GNP students consist of preceptorships with Master's prepared adult and gerontological nurse practitioners and physicians specially trained in caring for the older adult. Students are precepted and evaluated in the clinical area by these qualified advanced practice nurses and physicians. Faculty provide clinical supervision to the student experience throughout the course and serve as support to clinical preceptors. A site visit is made to each facility during the semester to evaluate the learning needs of the student and provide guidance to the preceptors. Preceptors submit a final clinical evaluation to the faculty for calculation of final grades.

#### **Graduate Faculty Resources Biographical Sketches**

**Ann Marie Spellbring, PhD, RN** is the coordinator of the gerontology programs and is responsible for the overall management and implementation of the Gerontological Nurse Specialist and Gerontological Nurse Practitioner programs. Dr. Spellbring has taught in the Gerontological Master's program for several years and is well-prepared in terms of her experience and educational preparation to provide leadership and serve as program coordinator. In conjunction with her doctoral study, she obtained a certificate in gerontology from the Center on Aging, Univ. of MD, College Park in 1988. Dr. Spellbring's primary appointment is in the Department of Acute and Long Term Care Nursing. In addition, Dr. Spellbring has a funded collaborative relationship to facilitate education and research with a continuing care retirement community where she also serves as preceptor for the Gerontological Specialist students and coordinates the clinical precepting for the Gerontological Nurse Practitioner students.

Dr. Spellbring has developed her research focus in the area of fall prevention and the elderly, especially older women. She has received school of nursing and campus funding to support her research and has done numerous presentations on fall prevention on both the local, regional and national level, and was featured on Channel 13 news for her educational efforts in this area with seniors.

Dr. Spellbring is also recognized for her involvement with the campus wide interdisciplinary Geriatric and Gerontology Education and Reserach program (GGEAR) where she has served as school of

nursing representative for the past eight years. She serves on the education subcommittee which implements a 5 day intensive geriatric course during January for students from all of the six professional schools on campus and has presented various topics pertaining to the elderly at GGEAR sponsored workshops throughout the state of Maryland. She has also presented at many national and international gerontology conferences.

Dr. Spellbring's curriculum expertise has been recognized by the school of nursing as she has served as the chair of the school of nursing Curriculum Committee (1994-96) and is a member of the gerontological nursing task force of the Southern Regional Education Board. Dr. Spellbring has published in nursing journals on gerontological topics such as fall prevention.

**Karen Kauffman, PhD, RN, CRNP** serves as course faculty. Dr. Kauffman received her MSN as a Gerontological Nurse Practitioner and her doctoral degree from the University of Pennsylvania. She has been an educator and a practicing nurse practitioner since she was certified by the ANA as a gerontological nurse practitioner in 1987. Dr. Kauffman is currently practicing at the Open Gates, a Nurse-Managed Health Center, and the GBMC Community Health Center. Dr. Kauffman's research interests center on the effects of violence and the fear of violence on the health and wellbeing of elders who live in inner city communities known for dangerous public spaces. Dr. Kauffman has recently published the results of her studies in Nursing Research. Her experience as an educator with advanced practice nurses, a researcher and practitioner should be invaluable contributions to the second and third level courses, clinical diagnosis and management.

**Madeline Turkeltaub, PhD, RN, CRNP** serves as course faculty. Dr. Turkeltaub has an extensive background as an educator, researcher, administrator and nurse practitioner. She is certified as an adult nurse practitioner and is currently in practice at GBMC Community Health Center and has a private practice with a joint practice agreement, and hospital privileges at Suburban hospital in Bethesda, MD. Dr. Turkeltaub has served in many faculty positions throughout her career and has been a member of many national, state and local organizations. She was appointed to the Maryland Board of Nursing as Secretary, 1989-91 and as President, 1991-93. She has served on many grant review and advisory committees and has published in the nurse practitioner area with several chapters for the Adult Nurse Practitioner Certification Review Guides. Her vast teaching experience and clinical expertise will greatly contribute to the didactic and clinical supervision of the students in the clinical diagnosis and advanced management courses, the second and third clinical courses.