



# **SCHOOL OF NURSING**

## **Master's Program Review Self Study Report May 2003**

# TABLE OF CONTENTS

INTRODUCTION .....	1
Section I: THE UNIVERSITY SYSTEM OF MARYLAND (USM)....	2
University of Maryland Baltimore (UMB) .....	3
Mission of UMB .....	5
UMB Commitment to Diversity .....	5
UMB Administrative Infrastructure .....	6
UMB Students & Faculty .....	6
Graduate School .....	7
UMB Campus Resources .....	9
Section II: THE SCHOOL OF NURSING (SON).....	13
SON Mission Statement .....	14
SON Administrative Infrastructure.....	15
SON Commitment to Diversity .....	16
Section III: THE MASTER'S PROGRAM .....	20
Structure and Governance.....	20
MS Specialty Tracks .....	21
Departmental Structure .....	23
RN to MS Option .....	26
BSN to PhD .....	28
Post Master's Option .....	28
Outreach Sites for Master's Education .....	28
Admission and Progressions Policies for Master's Education .....	29
Recruitment and Marketing for Master's Education.....	31
Financial Support for Master's Students .....	32
Section IV: THE MASTER'S CURRICULUM .....	33
Basic Tenets .....	35
Purposes .....	36
Beliefs .....	37
Organizing Framework .....	38
Integration Standards .....	43
Clinical Sites and Preceptors .....	48
Clinical Enterprise .....	51
Interdisciplinary Education .....	53
Evaluation .....	54
Section V: FACULTY .....	56
Graduate Faculty Membership .....	59

**Table of Contents (cont'd)**

Section VI:	STUDENTS .....	65
	Master's Education Inquiries .....	72
	Graduate Student Organizations .....	75
	Student Support Services .....	75
Section VII:	SCHOOL OF NURSING FACILITIES .....	79
	Research Space .....	79
	Instructional Space .....	79
	Patient Care Facilities .....	80
	Pre-Clinical Simulation Lab .....	80
	Clinical Education & Evaluation Lab (CEEL) .....	82
	Interactive Video Network (IVN)/Maryland	
	Interactive Distance Learning Network (MIDLN) .....	83
	Web Based Education .....	86
	Satellite .....	87
	Media Center .....	88
	Computer Labs .....	89
	Office of Research & Research Support .....	90
Section VIII:	SUMMARY .....	92
	Concerns & Plans for the Future .....	93
Appendix A:	Campus Wide Enrollment Data	
Appendix B:	Campus Wide Faculty Data	
Appendix C:	Summary of Individual Master's Specialty Tracks	
Appendix D:	Summary of SON Clinical Enterprise	
Appendix E:	Statewide Survey of Interest in Master's Education	
Appendix F:	"All Nursing Schools" Inquiry Report	
Appendix G:	Criteria for Initiating, Continuing, and Closing Specialty Majors & Tracks In the Master's Program	

## LIST OF FIGURES

<u>FIGURE</u>	<u>TITLE</u>	<u>PAGE NO.</u>
Figure 1:	Organizational Chart for University of Maryland Baltimore .....	12A
Figure 2:	Organizational Chart for University of Maryland School of Nursing .....	15A
Figure 3:	Master's Curriculum Organizing Framework .....	40

## LIST OF TABLES

<u>TABLE</u>	<u>TITLE</u>	<u>PAGE NO.</u>
Table 1:	Changes in Health Sciences and Human Services Library Facilities .....	9
Table 2:	School of Nursing Student Diversity Profiles .....	16
Table 3:	School of Nursing Full-Time Faculty Diversity Profile: 2000-2002 .....	19
Table 4:	Specialty Tracks in the Master's Program .....	22
Table 5:	RN-MS Plan of Study .....	27
Table 6:	Master's Specialties Offered at SON Outreach Sites .....	29
Table 7:	Examples of Recruitment and Marketing Efforts for Master's Education .....	31
Table 8:	Expected Outcomes Related to the Basic Tenets .....	35
Table 9:	Competency Outcome Goals .....	38
Table 10:	ANA Professional Standards Related to the Master's Curriculum .....	44
Table 11:	AACN Master's Education Essentials and Master's Nursing Curriculum .....	45
Table 12:	National Certification Examinations That Master's of Science Graduates are Eligible for by Specialty .....	46
Table 13:	Master's Specialties – Number of Clinical Sites and Preceptors .....	50
Table 14:	Graduate Faculty Status .....	59
Table 15:	Certification, Academic Rank, Employment Status, and Practice Sites for Faculty .....	61
Table 16:	Master's Program Student Enrollment .....	65
Table 17:	Number and Percentages of Full-Time and Part-Time Master's Students .....	65
Table 18:	Master's Program Student Enrollment by Specialty and Semester .....	66

**LIST OF TABLES (cont'd)**

<b><u>TABLE</u></b>	<b><u>TITLE</u></b>	<b><u>PAGE NO.</u></b>
Table 19:	Total Credit Hours Taken By Students in Specialty Track and Percentage of Total for Spring 2003 .....	67
Table 20:	Number of Applicants, Acceptances, and New Enrollees For Academic Year 2000-2001 .....	68
Table 21:	Number of Applicants, Acceptances, and New Enrollees For Academic Year 2001-2002 .....	69
Table 22:	Number of Applicants, Acceptances, and New Enrollees For Academic Year 2002-2003 .....	70
Table 23:	Number of Master's Student Applicants Who Were Denied Admission .....	72
Table 24:	Master's Program Specialty Inquiries Made to the Office of Admissions and Student Affairs .....	74

## INTRODUCTION

The Master's (MS) Program under review is housed in the School of Nursing (SON) and offered through the Graduate School of the University of Maryland Baltimore (UMB). The framework for the Master's program curricula is essentially derived from three sources:

1.) *The Essentials of Master's Education for Advanced Practice Nursing* (1996), which is published by the American Association of Colleges of Nursing (AACN). This published report is designed to define the essential curricular elements for master's education in nursing for advanced practice as a clinical nurse specialist, nurse practitioner, or nurse midwife. The master's curriculum is outlined in the Essentials as having three components: 1) Graduate Nursing Core; 2) Advanced Practice Nursing Core; and 3) Specialty Curriculum Content.

2.) *Criteria for Evaluation of Nurse Practitioner Programs* (2002), which is published by the National Task Force on Quality Nurse Practitioner Education and represents the collective work of organizations dedicated to maintaining the quality of nurse practitioner education. This publication is an important resource for the preparation, licensing, and credentialing of nurse practitioners. The criteria used in this report is endorsed by a number of nationally recognized nursing organizations such as the American Academy of Nurse Practitioners, National League for Nursing Accrediting Commission, and American College of Nurse Practitioners.

3.) *Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women's Health* (2002), which is published by

the U.S. Department of Health and Human Services – Health Resources and Services Administration (HRSA). This publication provides consensus-based primary care competencies for nurse practitioners in the areas of adult, family, gerontological, pediatric, and women’s health practice on an entry-level basis and has been validated by such organizations as the American Academy of Nurse Practitioners, Kaiser Permanente, and the National Certification Board of Pediatric Nurse Practitioners and Nurses.

These three resources serve as a foundation to nursing competencies and have played a vital role in helping to shape the development of nursing curricula in the master’s program at the School of Nursing. Overall, this self-study reflects how the School of Nursing has integrated these national guidelines into its master’s program, while seeking ways to further develop its master’s program and the curriculum for future advanced practice nurses in a variety of roles.